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ABSTRACT

This guide identifies major U.S. Department of Education programs and resources that are available to support school, community, university, and state efforts to invest in good teachers and good teaching. Part 1 places the issue of teacher quality in the context of broad trends in public education and presents some key challenges identified by the President and the National Commission on Teaching and America's Future. Part 2 offers charts to identify Department of Education programs that contribute to efforts toward meeting each of five key challenges for promoting excellence and accountability in teaching. Part 3 presents Department of Education programs and resources, focusing on formula grant programs, competitive grant programs, and Comprehensive Regional Assistance Centers. An appendix presents other significant resources, including current or upcoming Department of Education resource competitions and a description of resources. (SM)

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ED 415 208

Excellence & Accountability in Teaching

A GUIDE TO U.S. DEPARTMENT OF EDUCATION PROGRAMS AND RESOURCES

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Questions about specific programs or resources identified in the *Guide* should be directed to the named contact.

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U.S. DEPARTMENT OF EDUCATION PROGRAMS THAT CAN SUPPORT EXCELLENCE AND ACCOUNTABILITY IN TEACHING

A GUIDE

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PART I: IMPROVING SCHOOLS: THE CRITICAL ROLE OF GOOD TEACHERS AND GOOD TEACHING

The enclosed materials identify major U.S. Department of Education programs and resources that are available to support school, community, university, and state efforts to invest in good teachers and good teaching. This introduction places the issue of teacher quality -- and how these programs and resources can most effectively be used to promote it -- in the context of broad trends in public education and presents some of the key challenges identified by the President and by the National Commission on Teaching and America's Future.

Elementary and Secondary Education in America: Promising Trends, But Progress is Not Fast Enough

New demands are facing our young people, our teachers, and our schools. Jobs in today's economy demand substantially higher levels of education, skills, and knowledge than ever before. The gap in lifetime earnings and opportunity between the well-educated and poorly educated is growing. And with an unprecedented 51.7 million students enrolled in K-12 education this year, many schools face the challenge of educating record numbers of students. Preparation for productive employment, good citizenship, and a high quality of life depends on strong schools.

To respond to these growing needs, parents, educators, businesses, communities, colleges, states, and the U.S. Department of Education are taking steps to improve teaching and learning in our schools. Many schools and communities are working together to raise expectations for children, make schools safe and drug free, and provide students with access to computers, the Internet, and other technologies that open new doors to learning.

But these promising efforts are still not enough to keep pace with the rising demands being placed on our schools. Despite positive trends, including steadily improving math scores, increased attendance in college, and tougher academic classes, a number of recent studies suggest that U.S. schools and students need to make even more progress. While there are high-performing schools setting and achieving the highest standards for students and teachers even in the most challenging circumstances, too many schools are not keeping pace.

High-quality public education remains the cornerstone of our democracy and economy and the key to realizing the American dream for those who are willing to work for it. Efforts must be redoubled to ensure high-quality teaching and learning in schools throughout the nation, helping all our students and teachers to reach the highest standards.

Quality Teaching: A Critical Element in All Efforts to Improve Schools

Without quality teachers and teaching, not even the most promising school improvement effort will succeed. Setting high standards for students, involving parents more in education, infusing the effective use of computers and technology into our schools, and turning schools into havens of safety, discipline, and learning all depend in large part on providing students with access to talented, knowledgeable, dedicated, and caring teachers.

The National Commission on Teaching and America's Future's recent report *What Matters Most: Teaching for America's Future* describes this challenge, as well as important efforts to raise the quality of teaching in America. The Commission found that half the nation's aging teaching force will be replaced within 10 years and that there is inadequate preparation and support to ensure good teachers and good teaching for all of America's classrooms. The Commission also called on the nation to elevate the teaching profession and institute comprehensive strategies for helping teachers meet high standards. President Clinton joined the call for quality teaching, challenging the nation to ensure that every child has "dedicated outstanding teachers who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students."

Did you know that Eisenhower and Goals 2000 funding can be used -- as part of broad state education plans to help all students master the basics and reach high academic standards -- to support the strengthening of state licensure standards for beginning teachers?

To this end, the President challenged communities and states to recruit talented, diverse people into teaching, set challenging teacher licensure and certification standards, provide teachers with the training and support they need to meet these standards, reward good teachers, and identify low-performing or burnt-out teachers who need to receive intensive assistance or, if necessary, to be counseled out of the profession or removed.

Strategies in each of these areas will affect student learning and teacher effectiveness most significantly if they are integrated with local school improvement efforts aimed at raising the quality of teaching and learning. Moreover, they should be considered in light of the question: what strategies, partnerships, or allocation of resources will have the most powerful and enduring effect on the quality of teaching and learning immediately and in the long term?

Meeting these challenges will also require a commitment across America to supporting quality teaching. To help communities and states address these challenges, the President asked the Secretary of Education to make clear what U.S. Department of Education resources are available to address these challenges and support high-quality teaching throughout the nation.

Setting Rigorous Standards for Students and Teachers

At the heart of the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Elementary and Secondary Education Act, and new educational technology initiatives is support for the development of rigorous academic standards and comprehensive efforts by communities and states to help all students reach those standards. Because student learning depends on quality teaching, enabling teachers to meet high standards is also essential. To improve the practice of teaching, we need:

- Tougher standards for licensing new teachers and more rigorous requirements in hiring teachers set by school districts. States vary widely in the processes and standards used to license classroom teachers. For this reason, the Interstate New Teacher Assessment and Support Consortium (INTASC), through leadership from the Council of Chief State School Officers, is working with more than 30 states to develop high-quality performance assessments of knowledge and skills for beginning teachers. These teacher standards are related directly to academic standards for students. Requiring tougher licensing and certification standards for teachers is drawing significant support from the nation's teachers, with 86 percent supporting competency requirements before obtaining certification.

  Meanwhile, some states have moved ahead with tougher licensing requirements for new teachers, requiring entering teachers to meet rigorous standards within their first few years of teaching and undergo performance assessment conducted by state-trained observers. Experienced mentors and special clinics help prepare teachers for these assessments. School districts can also set rigorous requirements for newly-hired teachers and work with local schools of education and universities to ensure graduates meet these requirements.

- Standards for advanced teaching skills and knowledge, especially standards developed by the National Board for Professional Teaching Standards. Board members, the majority of whom are classroom teachers, oversee a process for granting advanced teaching certification to experienced, accomplished teachers. The certification process is performance-based and extremely rigorous, asking teachers to demonstrate their skills through classroom teaching, videotapes of their teaching, lesson plans, and samples of their own and students' work.

  Many school districts, teacher associations and unions, schools of education, and states have begun to help teachers gain national board certification and to reward board-

Did you know that the Clinton Administration has proposed $105 million over five years to help the National Board for Professional Teaching Standards complete assessments in most fields and to help school districts and states defray the costs of teachers going through the Board's intensive review?

certified teachers with incentives, bonuses, and salary increases. North Carolina, for example, will pay the fee for teachers to complete the National Board certification assessments, provide three days of substitute time for teachers to undergo the review needed for certification, and provide a four percent annual bonus to board-certified teachers; just this year, North Carolina Governor Jim Hunt has proposed providing a 12 percent pay increase for board-certified teachers. These master teachers also serve as coaches and trainers for other teachers in their schools.

In St. Paul, the school district is collaborating with the teachers' union and the University of Minnesota to support teachers through the board certification process. The district pays the application fees, and the university and other partners develop and conduct professional support programs for the candidates.

- New standards for schools of education that prepare future teachers. In 1995, the National Council for Accreditation of Teacher Education (NCATE) completed its latest revision of higher standards for schools of education. These standards are closely aligned with core academic and skill standards for student learning, and 40 percent of our nation's teacher preparation programs in colleges and universities have received this accreditation. Partly because of the new standards, and partly through their own initiative, a number of universities have begun to overhaul their undergraduate and graduate teacher education programs.

- Standards for rewarding teachers and for identifying teachers that need intensive assistance and review. School districts can work with teachers and others to set clear, high standards for rewarding knowledge, skill, and performance as well as for identifying teachers needing intensive assistance or, if necessary, removal from the classroom. In Cincinnati, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. The Rochester, New York, school district has used similar strategies, along with annual salary advancement for teachers that is linked to performance. Experienced, expert teachers in Rochester can also apply to become more highly paid "lead teachers" who consult with beginning teachers and develop curricula while they continue their own teaching.

Teacher recruitment

With nearly half of the nation's teaching force retiring over the next ten years, a critical factor affecting the quality of teaching will be how well schools, communities, and universities recruit talented people into the teaching profession.

Did you know that funds from the School-to-Work Opportunities Act can be used to support the development of middle school and high school academies for future teachers?

A number of promising recruiting strategies are being tried around the nation:

- Starting early. School districts and universities are working together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and seniors through its Teacher Cadet Program, offered in more than 140 high schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The Center also targets minority middle-school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.

- Aggressive outreach to non-traditional sources of teachers and creating high-quality pathways to teaching. This includes outreach to the fields of business and engineering, to the military, and to recent college graduates who did not major in education. For example, large California businesses and a local university created the California Mathematics and Science Teacher Corps program, recruiting retiring engineers and scientists and providing them with intensive preparation for teaching in the classroom.

  Programs to prepare teachers' aides and other paraprofessionals to become teachers are also growing rapidly around the nation. Moreover, the organization Recruiting New Teachers, Inc. has conducted several national studies of teacher recruitment efforts and has several publications with practical information on how to improve such strategies.

- Streamlining hiring procedures and making it easier for teaching candidates to find out about available positions and for schools to hire qualified teachers. Too often, inaccessible and belated information about job openings can make it difficult for schools to hire quality prospective teaching candidates. The National Commission on Teaching and America's Future has suggested that school districts create a central electronic "hiring hall" that provides relevant information on all qualified candidates and delegate more hiring and selection decisions to schools.

- Honoring good teachers and building public respect for the teaching profession. One of the most powerful strategies for recruiting talented, diverse people into teaching is to honor good teachers and encourage the public to value the teaching profession. While respect for the teaching profession must rest fundamentally on seeing good teaching in local schools, other steps include publicly recognizing good teachers and providing opportunities for exemplary teachers to talk and work with education, business, student, and community groups.

Helping Teachers Reach High Standards: Preparing Future Teachers and Providing Ongoing Training and Professional Development for Current Teachers

Setting high standards for teachers will affect teaching and learning only if teachers receive the preparation, support, and ongoing training they need to improve classroom practice. In every field, demands are being placed on the workforce for higher levels of knowledge, skill, and performance than ever before. Teaching is no exception.

This support includes rigorous, comprehensive, and clinically-based preparation for future teachers, ongoing opportunities for current teachers to learn and acquire new skills, such as the use of technology in the classroom, ensuring that school principals support good teaching, and organizing schools in ways that promote student and teacher learning.

- Teacher education: preparing the teachers of tomorrow. A number of universities have been working to upgrade the quality of their schools of education and are often working in close partnership with local schools and school districts. In San Antonio, for example, Trinity University has been working with several local schools to upgrade preparation for college students hoping to become teachers. Trinity replaced its traditional four-year education major with five years of tough course work in core academic areas integrated with courses in education. In the fifth year, Trinity students become student teachers, working with expert teachers and university faculty to hone their skills.

Did you know that Goals 2000 subgrants are being awarded across the nation to partnerships of school districts, universities, and others to improve the preparation of future and current teachers?

- Ongoing training and professional development for current teachers. Learning new skills cannot stop on entering the teaching profession. High-quality, sustained professional development for all teachers is essential, and it involves a commitment to providing teachers the time to work together and acquire the skills needed to accomplish a well-defined school mission and to help all students reach challenging academic standards. But teachers do not always receive good professional development; the recently released Third International Mathematics and Science Study (TIMSS), for example, reports that U.S. teachers are provided with less time and training than teachers in other nations to learn and hone the skills needed to

Did you know that states and school districts can use the consolidated planning process under the Elementary and Secondary Education Act to develop strategies for how an array of federal funds will support high-quality professional development?

teach math and science. More attention is needed to provide teachers with the opportunity and time for acquiring the skills, knowledge, and professional development they need.

Fortunately, some schools and school districts are doing just that. For example, the Woodrow Wilson Elementary School in Manhattan, Kansas, was established as a "professional development school" where current and future teachers can go for assistance in upgrading their skills in math, science, and technology. The school, which helps teachers understand and use the widely acclaimed math standards developed by the National Council of Teachers of Mathematics, was recently named as one of five schools to win an award from the U.S. Department of Education for efforts to give teachers the skills they need to succeed. Please call 1-800-USA-LEARN to ask for brief profiles of these award-winning schools and school districts.

Rewarding Good Teachers, and Dealing with Low-Performing or Burnt-Out Teachers

While these are local and state decisions, federal funds can be used to support the development of systems and standards for rewarding good teachers and thoughtful and careful strategies for identifying -- and improving the skills of or removing -- incompetent teachers. Indeed, these strategies are drawing broad support from the nation's teachers, with 90 percent agreeing that making it easier to remove incompetent teachers would have a positive effect on the quality of teaching.

- Rewarding good teachers for knowledge, skill, and performance. Good teachers and good teaching should be rewarded, and many schools and school districts have begun to do so. For example, a number of states and school districts (including North Carolina, Ohio, and New Mexico, and the St. Paul school district) provide financial rewards and greater responsibilities to teachers who gain certification from the National Board for Professional Teaching Standards.

Did you know that Title I funds can be used to provide bonuses to high-performing teachers to compensate them for coaching other teachers in need of assistance?

- Identifying teachers in need of intensive assistance and, when necessary, counseling them out of the profession or removing them. The Cincinnati school district has been pioneering the use of a peer review of low-performing teachers. Teachers in these programs receive intensive assistance and support, with most improving their performance in the classroom. When performance does not improve, however, some teachers are counseled to leave the profession or are removed.

Using U.S. Department of Education Resources to Address Critical Challenges Affecting the Quality of Teaching

Since only a small percentage of funding for K-12 education comes from the federal government, communities and schools should first examine how well they use their own resources to recruit, prepare, and reward good teachers while holding teachers accountable to high standards.

Once a local community or state has conducted this analysis and has begun to develop strategies for helping teachers reach high standards, it can explore what federal resources are available to help. Some U.S. Department of Education programs can be used either directly or indirectly by teachers and other educators, colleges, communities, and states to help bring excellence and accountability to the teaching profession.

Using federal funds to complement state and local resources to improve the quality of teaching should be done thoughtfully, ensuring that funds are used in a way that is consistent both with local and state school improvement strategies and with the underlying purposes of the relevant federal programs. For example, funds from the bilingual education program might be used to help recruit and prepare teachers who can help students with limited English proficiency to reach high academic standards that a district or state has set for all students. Staff knowledgeable about federal programs at the school district, state, or U.S. Department of Education can help explore in greater depth how to tailor these programs to your needs.

Did you know that schools, school districts, and states may apply to the Secretary of Education for waivers of statutory and regulatory provisions in many federal programs where these provisions impede the ability of a school to help all students meet high academic standards?

Have you thought about how federal funds can be used to invest in teacher quality? A school district might apply for a Goals 2000 grant to work with local universities to prepare future teachers to meet tougher state licensing requirements and to identify and support two accomplished teachers in every school to become certified by the National Board for Professional Teaching Standards. A district might also use a portion of its Eisenhower professional development funds to train outstanding teachers to mentor new teachers and to review the performance of and provide intensive assistance to low-performing teachers. And the district might use a portion of a bilingual education grant to prepare teachers for certification in teaching students with limited English proficiency.

Have you thought about the use of Title I schoolwide programs to invest in professional development and improving teaching quality throughout the school? Many high-poverty schools receiving Title I funding are eligible to become "schoolwide programs," where they can -- if they develop a plan for helping all of their students meet high academic standards -- further combine funds to provide sustained professional development so their teachers are fully equipped to help students meet high standards.

Thinking About Comprehensive Strategies to Invest in Quality Teaching and the Use of Federal Funds to Support These Strategies

Investing in quality teaching depends on public recognition of the extraordinary demands placed on our teachers today, a willingness to accord respect and honor to teachers across America, and leadership from teachers, schools, and communities to take whatever steps are necessary to ensure our students have access to the talented, dedicated, and well-prepared teachers they need and deserve.

Efforts to support good teaching can be bolstered by critical steps identified by the President and discussed in this document: recruiting new teachers, setting the highest standards for teachers and helping them reach those standards, rewarding good teachers, and identifying low-performing teachers in need of assistance or other forms of intervention. However, these steps should not be considered in isolation from one another or from broader local and state efforts to improve schools and boost student achievement. Moreover, the design and implementation of strategies to improve teaching, learning, and schooling should rely heavily on the leadership of classroom teachers and principals that work every day to motivate and educate their students.

Communities and states have an opportunity to draw on an array of U.S. Department of Education resources to support a comprehensive strategy to ensure that students have access to good teachers and teaching.

Explanation of Following Materials and Conclusion

The materials that follow have been prepared to help the public understand how the many U.S. Department of Education programs and resources can support strategies to invest in quality teaching.

- Part II of this Guide presents important, general information about these programs and how they can be used most effectively to promote state and local efforts to support teacher excellence and accountability. It also contains charts of the Department's principal grant programs that can help meet each of the key challenges to improving the quality of the nation's teachers.

- Part III provides brief descriptions and contacts for the programs identified in those charts as well as for the Comprehensive Regional Assistance Centers. These centers can further help schools, school districts, universities, and states in their work to use the Elementary and Secondary Education Act programs to improve the quality of teaching. Each program and resource description also provides the name, phone number, and Internet address of a contact who can provide further information or assistance. In addition, the section of Part III on "Competitive Grant Programs" identifies those programs for which the Department has scheduled or

planned new competitions in the near future as well as how the Internet may be used to obtain copies of program application notices and program priorities published in the *Federal Register* directly from the Department's home page.

The Appendix to this *Guide* contains descriptions and contacts for other resources that can support efforts to improve teaching. Many of these research programs, technical assistance centers, and information clearinghouses focus on particular subject areas or promoting increased achievement among students with special needs.

In addition, the Department has established a new Teacher Excellence desk to assist anyone with more general questions or comments about these materials or how federal programs and resources can help them to meet the key challenges for improving teaching. Please call or write:

Teacher Excellence
U.S. Department of Education
600 Independence Avenue, S.W.
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Phone: (202) 260-4794
E-mail: teacher_excellence@ed.gov

Working together, our nation can provide all of our students with the talented, caring, diverse, and well-prepared teachers our children need and deserve. As part of broad efforts to improve schools, meeting this challenge can help all students reach high academic standards and be prepared for the 21st century.

April 1997

PART II: USING DEPARTMENT PROGRAMS TO SUPPORT EXCELLENCE AND ACCOUNTABILITY IN TEACHING

The following charts identify U.S. Department of Education programs that can contribute to efforts to meet each of five key challenges for promoting excellence and accountability in teaching. These challenges (and their abbreviations used on the charts) are --

- **Recruit the most talented people into teaching** ("Recruit Talent");
- **Prepare future teachers to meet high licensing and certification standards** ("Prepare for Cert");
- **Help support tougher licensing and certification requirements for teachers** ("Stronger Stnds");
- **Provide ongoing training to help teachers meet high standards, including support for—and restoring the enthusiasm of—teachers who are most in need of assistance** ("Ongoing Training"); and
- **Help create accountability systems to identify and reward good teachers—and remove incompetent teachers quickly, fairly, and less expensively, or counsel them out of teaching** ("Accountability").

The Department's programs generally fall into two categories. "Formula grant" programs make funding available to all eligible recipients; "competitive grant" programs provide funding only to those winning a grant competition. The charts separately identify those programs in each category that, depending upon a state or community's own goals and strategies, can most readily be used in efforts to meet these challenges.

As states and communities are developing goals and strategies for promoting a high-quality teaching force, some may be unsure where to begin looking among the Department's programs for help. For those in this situation, we suggest starting with the following programs.

WHERE TO START -- SOME SUGGESTIONS

FORMULA GRANT PROGRAMS:

- **Goals 2000: High Standards and Education Reform**
- **Helping Disadvantaged Children Meet High Standards (Title I, ESEA)**
- **Eisenhower Professional Development (Title II, ESEA)**
- **Technology Literacy Challenge Fund (Title III, ESEA)**
- **Innovative Educational Program Strategies (Title VI, ESEA)**
- **Individuals With Disabilities Education Act -- Assistance to States (Part C, IDEA)**

OTHER PROGRAMS:

- **School-to-Work Opportunities Grants**
- **Star Schools Program**
- **Training Personnel for Education of Individuals With Disabilities**
- **Fund for the Improvement of Postsecondary Education**

Putting the Pieces Together

The programs and resources identified in the following materials can support efforts to create a truly high quality and diverse teaching force. But **how** can one actually use these programs? And, more important, **how** can they be used most effectively?

The U.S. Department of Education is committed to helping educators find answers to these questions. Given the Department's mission to promote excellence and equity in education, many of its programs focus on needs of particular populations or aspects of the school environment that are crucial to teaching and learning. Therefore, understanding how each Department program can contribute to improving teacher quality requires knowledge of: (1) the program's requirements; and (2) the particular role that the program can play, notwithstanding its particular focus, in helping all prospective and current teachers acquire the knowledge and skills they need to enable all children to succeed.

States and school districts will find some of the programs identified in the charts easier than others to use in their efforts to address the five challenges. Given program funding levels, the Department does not conduct competitions each year for all of its competitive grant programs. Moreover, in some cases, such as a school district's use of funds provided under Title I, Part A of the ESEA to help establish tougher local certification requirements, only those local-level recipients that want to establish their own special requirements for teachers of certain students (or who will teach in certain schools) will be able to exercise the flexibility and creativity needed to use a particular program's funds. Still, the charts confirm the breadth of Department programs that recipients can consider using as they endeavor to address the five challenges in ways that will most improve the quality of teaching and the achievement of all students.

However, **effective** use of these programs requires much more. Classroom teachers do not have students with a single set of needs or learning styles. Indeed, any given classroom -- indeed, any given student -- may need a teacher highly skilled not only in teaching content that reflects the school district's and state's standards, but teaching it in ways that address challenges resulting from lack of English proficiency, disabilities, migrancy, and a school environment marred by drugs and violence. Helping that teacher or prospective teacher to acquire the knowledge and skills he or she needs requires knowing how to coordinate the various federal programs that would be used to promote teacher excellence and accountability and how to integrate them into the professional development strategies and activities carried out with state and local funds.

Recent changes in the Elementary and Secondary Education Act (ESEA) along with provisions of the Goals 2000: Educate America Act and the School-to-Work Opportunities Act offer creative and powerful tools for accomplishing these objectives. These tools include:

- **Availability of Waivers.** While ESEA and other programs are very flexible, there may be situations in which a program's requirements seem to impede a school's, school district's, or state's ability to develop an integrated plan for promoting excellence and accountability in teaching. The ESEA now authorizes the Secretary to waive most program statutes and regulations (including general administrative regulation) that a school, district, or state demonstrates are hampering its efforts to improve teaching and learning, including funding for and implementation of high-quality professional development activities. This waiver authority extends to all ESEA formula and competitive programs identified in the charts. In addition, both the Goals 2000 and School-to-Work statutes extend the Secretary's waiver authority to most provisions of the Perkins Vocational and Applied Technology Act. Under Ed-Flex (the Education Flexibility Partnership Demonstration Program), the Secretary of Education has granted nine states their own authority to waive provisions of certain ESEA programs and the Perkins formula grant program. These states are Colorado, Kansas, Maryland, Massachusetts, New Mexico, Ohio, Oregon, Texas, and Vermont.

- **Consolidated State and Local Plans.** The ESEA also invites districts and states to revamp the very ways in which they plan the use of federal program funds. Districts and states are no longer required, as a condition of receiving federal formula grant funds, to develop and submit separate and detailed plans or applications for each federal program in which it wants to participate. Instead, for most formula grant programs, the ESEA now permits the use of a single consolidated plan that focuses specifically on what the district will do to promote cross-program coordination, integration of service provided under those programs with state and local-sponsored activities, and improved service delivery. Use of a consolidated plan does not eliminate federal program requirements and does not authorize commingling of program funds. Consolidated planning does, however, encourage thinking about how all of the individual federal programs included in the plan, notwithstanding their distinct purposes and different beneficiaries, can fit together and support the district's own program to improve teaching and learning.

- **Schoolwide Programs.** The ESEA authorizes schools in high poverty areas to use Title I, Part A funds along with funds provided by most other federal programs, to upgrade the entire education program of a school. As a schoolwide program, a school can use the funds it receives under nearly all federal programs (except the Individuals With Disabilities Education Act (IDEA)) as a common pool of resources. Federal funds used in the schoolwide program are required to supplement resources that the school otherwise would have available from non-federal funds. But instead of tracking all the funds, the school has to ensure only that where a particular federal program contributes to the

schoolwide program, the school's activities meet the intent and purposes of that program (rather than the individual requirements of the program).

- **Consolidated Administrative Funds.** The ESEA also authorizes states and school districts to consolidate administrative funds provided under the ESEA state formula grant programs and Goals 2000 into a common pool, thereby eliminating the need for tracking how a particular program's administrative funds are spent. The ESEA also authorizes this pool of funds to be used for a broad range of activities, including coordination of the federal programs with other federal and non-federal programs.

A Few Reminders

Many of the Department's programs are intended to provide additional support with which to address needs of a particular population of students *(e.g.*, students with disabilities or limited-English proficiency), or improvements in particular aspects of the learning environment (*e.g.*, safe-and drug-free schools, and enhanced use of technology). These programs can help fill important gaps in an overall plan for promoting excellence and accountability in teaching. For example, a school district that has decided to strengthen its efforts to recruit, train, or retain high-quality teachers of limited-English proficient students may want also to examine how Titles I and II of the ESEA and the bilingual education competitive grant programs can help it do so.

Each Department program has its own set of requirements and purposes, which need to be considered in order to use the programs properly to promote excellence and accountability of all teachers. Except for funds of those programs that a school uses in a schoolwide program established under Title I, Part A of the Elementary and Secondary Education Act (ESEA), program funds can help to support these challenges only if the use of those funds (a) supports activities that meet the program's statutory purposes, (b) benefits those students (or teachers of those students) whom the program serves, and (c) otherwise complies with all applicable program requirements and any approved or amended program plans or applications. For certain programs, these requirements include the need for program funds to "supplement, and not supplant" funds that, in the absence of program funds, would be available from state and local sources to support activities. Using program funds to support tougher licensing and certification requirements for teachers where those programs benefit particular populations or focus on particular subject areas (e.g., technology and violence-free and drug-free schools) will make sense where those populations or subject areas are one focus of licensing and certification requirements.

The charts contain a number of notes that are intended to remind the reader of these important considerations.

Keys to Understanding the Charts

1. A filled circle (●) indicates not only that program funds can be used to address this challenge, but also that this use of funds is a primary focus of the program. A circle (○) in a column indicates that program funds can be used to address this challenge, but that addressing the challenge, or improved professional development in general, is not at the heart of the program's purpose.

2. Superscript notes highlight the existence of a supplement, not supplant requirement, or basic program requirements that affect how recipients may use funds to support a particular challenge.

3. The charts use the following abbreviations:

ESEA	:	Elementary and Secondary Education Act
IDEA	:	Individuals with Disabilities Education Act
HEA	:	Higher Education Act
STWOA:		School-to-Work Opportunities Act

For simplicity, the charts use the term "States" to identify grantees that are state departments of education (more formally known as "state educational agencies" and, in the case of the Title II, ESEA, Eisenhower Professional Development Program, "state agencies for higher education").

4. *Italics* are used in the charts to designate those subgrantees for which funds are available only on a competitive, rather than on a formula, grant basis. In addition, those "grantees" designated as "direct" are Department grantees (e.g., state departments of education), while those designated as "indirect" receive subgrants from Department grantees (e.g., school districts that receive ESEA Title I, Part A funds from their respective state department of education).

5. Section III of this Guide contains brief descriptions of each of the identified formula grant programs (Part A) and information about competitive grant programs for which the public can now apply (including application due dates) or for which the Department plans to hold competitions in the near future (Part B). This information also includes information on how those with Internet access can access further information about these competitions from the Department's Home Page. Section III also includes information about the Comprehensive Technical Assistance Centers, which are designed to assist states, school districts, and schools to use resources provided under the Elementary and Secondary Education Act -- including resources that are available to promote excellence and accountability in teaching -- in the most effective ways possible.

6. In addition to the Comprehensive Centers, the Department funds a number of more specialized centers, information clearinghouses, and other service providers that may be able to provide technical assistance, although not funds, to help other entities address the five

challenges. These service providers are identified and described in the Appendix to this *Guide*. In addition, the Department is conducting new competitions for service providers identified at the beginning of this section. While all other resources identified in this section are selected competitively, the Department does not anticipate new competitions for them in the near future.

U.S. Department of Education Programs That Promote Excellence and Accountability in Teaching

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Account-ability
FORMULA GRANT PROGRAMS					
Goals 2000: High Standards and Education Reform (Goals 2000: Educate America Act, Title III) Grantees: States (direct); *School districts* (indirect)	○	●	●	●	●
Dwight D. Eisenhower Professional Dev. Program -- State & Local Grants (ESEA, Title II, Part B) Grantees: States, (direct); School districts, *Higher ed institutions, Non-profit orgs.* (indirect)	○	●	●	●	●
Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by School Districts [1] (ESEA, Title I, Part A) Grantees: States (direct); School districts (indirect)	○ [2]	○ [2]	○ [2]	● [2]	○ [2]
Even Start (Family Literacy) (ESEA, Title I, Part B) Grantees: States (direct); *School districts (with Public agencies, Higher ed institutions, or Private non-profit orgs.)* (indirect)	○ [2]	○ [2]		○ [2]	
Migrant Education [1] (ESEA, Title I, Part C) Grantees: States (direct); *School districts* and other local operating agencies (indirect)	○ [2]	○ [2]	○ [2]	○ [2]	○ [2]
Technology Literacy Challenge Fund [1] (ESEA, Title III, Part A, subpart 2) Grantees: States (direct); *School districts* (indirect)				● [2]	
Safe and Drug-Free Schools and Communities (ESEA, Title IV) Grantees: States, Governors (direct); School districts, *Community agencies* (indirect)				○ [2]	

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
ITALICS: Funds for subgrantees are awarded on a competitive basis only.
NOTES: Special program requirements apply -- see notes on page 19.

U.S. Department of Education Programs That Promote Excellence and Accountability in Teaching

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Account-ability
Innovative Education Program Strategies [1] (ESEA, Title VI) Grantees: States, (direct); School districts, *Higher ed institutions, Libraries, Museums, Non-profit orgs.* (at the State's or School district's discretion) (indirect)	○	○	○	○	○
Impact Aid (ESEA, Title VIII) Grantees: School districts	○	○	○	○	○
Indian Education – Formula Grants to School Districts (ESEA, Title IX, Part A, subpart 1) Grantees: School districts, and Schools funded by the Bureau of Indian Affairs under certain conditions				○ [2]	
SPECIAL EDUCATION					
Individuals With Disabilities Education Act – Assistance to States [1] (IDEA, Part B) Grantees: States (direct); School districts (indirect)	○ [2]	○ [2]	○ [2]	○ [2]	○ [2]
Training Personnel for Education of Individuals with Disabilities [1] (IDEA, Part D) Grantees: States	● [2]	● [2]	● [2]	● [2]	○ [2]
Infants and Toddlers with Disabilities (IDEA, Part H) [1] Grantees: State Part H lead agencies (State educational agencies or other state agencies)	○ [2]	○ [2]	○ [2]	○ [2]	○ [2]

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
ITALICS: Funds for subgrantees are awarded on a competitive basis only.
NOTES: Special program requirements apply -- see notes on page 19..

U.S. Department of Education Programs That Promote Excellence and Accountability in Teaching

Program	Recruit Talent	Prepare for Cert	Stronger Stnds.	Ongoing Training	Account-ability
ADULT AND VOCATIONAL EDUCATION					
Adult Education Special Demonstration and Teacher Training [1] (Adult Ed Act, sec. 353) Grantees: States (direct); School districts, Higher ed institutions and other Non-profit orgs. (indirect)	○ [2]	○ [2]		○ [2]	
Vocational Educational – Basic Grants State Programs/State Leadership [1] (Carl D. Perkins Voc and Applied Tech Ed Act, Title II, Part A) Grantees: State boards of vocational ed	○ [2]	○ [2]	○ [2]	● [2]	○ [2]
Local Activities [1] (Carl D Perkins Voc and Applied Tech Ed Act, Title II, Part C) Grantees: State boards of vocational ed (direct); School districts, Area voc ed schools, Other interm. ed agencies, Higher ed institutions (indirect)	○ [2]	○ [2]	○ [2]	○ [2]	○ [2]
Tech-Prep Education (Carl D. Perkins Voc and Applied Tech Ed Act, Title III, Part E) Grantees: State boards of vocational ed (direct); Consortia of secondary entities (e.g., School districts and Higher ed institutions) (indirect) (formula or competitive grant at the State board's discretion)				○ [2]	
SCHOOL-TO-WORK OPPORTUNITIES					
State Implementation Grants – State and Local Partnerships (STWOA, Titles II and III) Grantees: State and local partnerships	○	○	○	○	

CHART KEY

CIRCLES: ● Primary focus of the program. ○ Not a primary focus of the program.
ITALICS: Funds for subgrantees are awarded on a competitive basis only.
NOTES: Special program requirements apply -- see notes on page 19..

NOTES

1. As the program has a supplement, not supplant requirement, program funds can help to support efforts to meet the challenges only if they supplement the level of state and local funds that otherwise would be spent doing so.

2. Consistent with the program's purpose, activities that promote teacher excellence and accountability must focus on particular subject areas or particular populations that the program may serve.

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PART A - FORMULA GRANT PROGRAMS

INTRODUCTION

The U.S. Department of Education's various formula grant programs provide funds to states, school districts and other local entities throughout the nation, either to provide additional support for underserved groups of children and adults or to help those entities address areas of particular educational need. Generally, each program requires prior submission of a plan or application, and has its own requirements that govern how and for whom funds may be spent. Within these limitations, formula grant programs may provide states, school districts, individual schools and other recipients with promising and immediate sources of financial support that can address -- along with the general need of teachers for high-quality professional development -- the challenges for promoting excellence and accountability in teaching.

Funding formulas and eligibility rules determine the amount of program funds available to recipients (and in the case of entities receiving funds from the state, whether they do so on a formula or competitive basis). **For those programs administered by states rather than by the Department of Education, more information on the programs and any special requirements they may have on how funds may be used may be obtained from the state educational agency or, in the case of the Carl D. Perkins Vocational and Applied Technology Education Act programs, from the state board for vocational education.**

PROGRAM DESCRIPTIONS

Goals 2000: High Standards and Education Reform
(Goals 2000: Educate America Act, Title III)

Funds awarded to state education agencies and, through subgrants, to school districts are available to help develop and implement comprehensive state and local improvement plans that include strategies for promoting quality professional development. Subgrants from the state education agency to school districts support, among other things, continuing and sustained

professional development programs that can increase student learning, and improved teacher education programs, that are consistent with the Goals 2000 state improvement plan. Each state educational agency funds these activities on a competitive, peer-review, basis out of a portion of the Goals 2000 grant that it receives from the Department.

For more information, contact the state educational agency. School districts located in a state that does not participate in the Goals 2000 program may contact:

Thomas Fagan
Goals 2000 Program
600 Independence Avenue SW
Washington, DC 20202-6100
Phone: (202) 401-0039
e-mail: thomas_fagan@ed.gov

Dwight D. Eisenhower Professional Development Program - State & Local Grants (ESEA, Title II, Part B)

The Eisenhower Program is the federal government's largest program devoted specifically to supporting state and local efforts to stimulate and provide sustained and intensive high-quality professional development in all of the core academic subjects (but with a priority in mathematics and science). School districts receive funding from states to carry out activities that are consistent with local priorities, and have very wide discretion in determining the activities that will best enable all teachers to obtain the skills and knowledge they need to help all students achieve to high standards. Districts must contribute at least one-third of the cost of their Eisenhower-supported activities from state and local sources, other federal funds (such as Title I), cash, or in-kind contributions. In addition, the state educational agency receives program funds to support special initiatives designed to upgrade the quality of the state's teachers, while the state agency for high education receives funds for competitive subgrants to institutions of higher education and nonprofit private organizations to improve the quality of teacher education and professional development programs. (While the scope of activities that the state agency for higher education may sponsor are quite broad, they do not extend to supporting efforts to recruit talented individuals into teaching.)

For more information, contact the state educational agency or the state agency for higher education.

Helping Disadvantaged Children Meet High Standards: Improving Basic Programs Operated by Local Educational Agencies (ESEA, Title I, Part A)

Title I, the largest federal education program for pre-K through 12 education, has one overriding goal: to improve teaching and learning for low-achieving children in high-poverty schools, to enable them to meet challenging academic content and performance standards. Under Part A of Title I, funds are provided to districts and schools, based on their number of poor children, to help low-achieving children acquire the knowledge and skills expected of all children. To receive Part A funds, districts must have a plan that includes a strategy the district will use, among other things, to provide professional development for teachers to improve the teaching of

academic subjects to enable all children to meet the state's student performance standards. Districts and schools have considerable flexibility in deciding how to use their Title I Part A funds, including the amount of Title I funds they devote to professional development of teachers and other staff who work with disadvantaged students. Moreover, schools with not less than 50 percent of children from low-income families are eligible to operate as schoolwide programs. Doing so permits schools to combine their federal, state and local resources to support comprehensive, schoolwide reform efforts that include professional development for all of the school's teachers.

For more information, contact the state educational agency.

Even Start Family Literacy Program
(ESEA, Title I, Part B)

Even Start provides financial assistance through subgrants from the state educational agency to support programs that integrate early child education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Each program is to include special training of staff to develop the skills necessary to work with parents and young children in the full range of instructional services that the Even Start project would provide. Eligible applicants include school districts in partnership with a public or private nonprofit organization, another public agency, or an institution of higher education.

For more information, contact the state educational agency.

Migrant Education Program
(ESEA, Title I, Part C)

The Migrant Education Program (MEP) provides supplemental assistance for high-quality programs for students who migrate to enable themselves or a family member to obtain temporary or seasonal agricultural or fishing work. The MEP reduces educational disruptions and other problems that result from repeated moves, helping these children overcome problems that inhibit their ability to meet challenging content and performance standards. Grants are awarded to state educational agencies who in turn make subgrants to school districts and other agencies to provide educational and support services for migrant students during periods in which they reside in the area. Local districts and other operating agencies are responsible for integrating MEP services with services provided by other ESEA and federal programs to meet the needs of migrant students and, subject to State approval, have flexibility in how they do so. To the extent feasible, local MEP projects include appropriate professional development including mentoring for teachers and other school personnel who work with migrant students.

For more information, contact the state educational agency.

Technology Literacy Challenge Fund
(ESEA, Title III, Part A, subpart 2)

The Technology Literacy Challenge Fund provides funds to states, on a formula basis, to help their local districts use technology to strengthen their educational programs. The goals of the

Challenge Fund are to provide all teachers with the training and support they need to help students learn by using technology; to provide all schools with modern computers; to connect all classrooms to the information superhighway; and to make effective software and on-line learning resources an integral part of the curriculum in schools. Ninety five percent of the funds a state receives must be awarded to school systems on a competitive basis. For Fiscal Year 1997, the first year of the program, Congress has appropriated $200 million, and the Administration has requested $425 million for Fiscal Year 1998.

For more information, contact the state educational agency.

Safe and Drug-Free Schools and Communities
(ESEA, Title IV, Part A, subpart 1)

This program supports comprehensive school- and community-based drug education and prevention activities, as well as activities designed to prevent violence. Funds are available to all districts on the basis of school enrollment, with additional funds being made available for districts that the state finds to be "high-need." Districts that use Safe and Drug-Free Schools and Communities money must assess needs and measure program outcomes, but may implement a broad range of age-appropriate prevention activities, including professional development of school personnel in prevention strategies and curriculum.

For more information, contact the state educational agency or Governor's office.

Innovative Education Program Strategies
(ESEA, Title VI)

Title VI provides funds to permit districts to support activities that encourage school reform and educational innovation. It makes funds available to all districts, through the states, on the basis of school enrollment, with some weighting to districts with particularly high costs. Under this program, districts have the flexibility to use funds for any of the following primary areas: (1) technology related to implementing reform; (2) acquisition and use of instructional and educational material; (3) promising educational reform projects such as magnet schools; (4) programs for at-risk children; (5) literacy programs for students and their parents; (6) programs for gifted and talented students; (7) reform efforts consistent with Goals 2000; and (8) school improvement programs or activities authorized under the Title I program. Title VI funds may be used to support high-quality professional development that is related to any of these areas.

For more information, contact the state educational agency.

Impact Aid
(ESEA, Title VIII)

The Impact Aid program makes formula grants to school districts that serve federally connected students (e.g. military dependents and children living on Indian lands) and to certain school districts containing a significant amount of federal property. In particular, payments made to school districts under sections 8002 and 8003 become part of the school district's general funds,

and may be used for any purpose, including professional development and efforts to promote excellence and accountability in teaching.

For more information, contact:

Catherine Schagh
Impact Aid Programs
600 Independence Ave., SW
Washington, DC 20202-6244
Phone (202) 260-3858
e-mail: catherine_schagh@ed.gov

Indian Education - Grants to Local Educational Agencies (ESEA, Title IX, Part A, subpart 1)

The program provides grants to support school districts in their efforts to reform elementary and secondary education programs that serve Indian students in order to ensure that these programs are based on challenging state content standards and student performance standards, and are designed to assist Indian students to meet these standards. Funds are provided to school districts based on their enrollment of Indian children, and may be used to provide professional development for teachers and other school professionals who are new in the Indian community, and all teachers involved in this program who work with Indian children.

For more information, contact:

David Beaulieu
Office of Indian Education Programs
600 Independence Ave., SW
Washington, DC 20202-6335
Phone: (202) 260-3774
e-mail: david_beaulieu@ed.gov

SPECIAL EDUCATION

Individuals with Disabilities Education Act - Grants to States and Preschool Grant Programs (IDEA, Part B)

The IDEA, Part, B provides funds to states and school districts to help pay for the additional costs of services that are needed to enable all children ages three through twenty-one with disabilities, regardless of the level of severity of the disability, to receive a free and appropriate public education and to improve education opportunities. The program makes funds available through state educational agencies to all districts in a state on the basis of their relative number of students with disabilities receiving special education and related services. IDEA, Part B requires districts that receive funds to provide certain basic procedural safeguards for children with disabilities and their parents. It also requires the state to develop, as part of its statewide system, and includes in its application a comprehensive system of personnel development

(CSPD) for ensuring an adequate supply of qualified personnel to carry out the purposes of the IDEA, which may include support of this challenge. School district subgrantees must include in their applications to the state procedures for using and implementing the state CSPD. as well as comprehensive plans for how the district will address the needs of its disabled students. These plans may include provision for the use of IDEA, Part B funds for professional development activities that will give teachers and other staff the skills that they need to enable their students with disabilities to have increased levels of academic achievement.

For more information, contact the state educational agency.

Training Personnel for Education of Individuals with Disabilities - Grants to State Educational Agencies (IDEA Part D, sec. 632)

The IDEA, Part D, provides assistance to states in establishing and maintaining programs to prepare special and regular education, related service, and early intervention personnel to met the needs of infants, toddlers, children and youth with disabilities. State educational agencies are eligible to apply. Funds are provided to support the development and maintenance of the comprehensive system of personnel development (CSPD), as summarized above in the description of the IDEA, Grants to States and Preschool Grant Programs (IDEA, Part B).

For more information, contact the state educational agency.

Infants and Toddlers with Disabilities
(IDEA, Part H)

The IDEA, Part H, provides financial assistance to states to develop and implement a statewide, comprehensive, coordinated, multi disciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families. Through this program, Part H funds are available to states to assist with preparation of teachers, and other service providers to meet high standards, certification and licensing requirements, if the state chooses to use the money that way. Under the program the state grantee develops, as part of its statewide system, and includes in its application a comprehensive system of personnel development (CSPD) for ensuring an adequate supply of qualified personnel to carry out the purposes of the IDEA, which may include this activity. The CSPD must be consistent with the CSPD of the state prepared under part B of IDEA.

For more information, contact the state educational agency.

ADULT EDUCATION

Adult Education Special Demonstration and Teacher Training Projects
(Adult Education Act, sec. 353)

States administer two categories of local-level projects: experimental demonstration projects that involve the use of innovative methods, systems, materials, or programs that may have national significance or will be of special value in promoting effective adult education programs; and

projects that train professional teachers, volunteers, and administrators, with a particular emphasis on full-time professional adult educators, minority adult educators, and teachers of adults with limited English proficiency, learning disabilities, or serious reading deficiencies. Eligible applicants include school districts, community-based organizations, public and private nonprofit agencies and institutions of higher education.

For more information, contact the state educational agency.

VOCATIONAL EDUCATION

Basic Grant

State Programs/State Leadership
(Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A)

Under Title II, Part A of the Perkins Act, states may use up to 8.5 percent of their basic state grant for state leadership activities. These activities must include professional development, curriculum development and dissemination, and assessment of programs receiving federal assistance. Professional development may involve vocational teachers and academic teachers working with vocational students, corrections and community based educators and counselors, and in-service and preservice training of teachers in state-of-the-art programs and techniques with particular emphasis on minorities.

For more information, contact the state board of vocational education.

Local Activities
(Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part C)

States subgrant funds to school districts and other entities to help support secondary vocational education programs that the districts implement either by themselves or in conjunction with an area vocational education school or an intermediate education agency. The amount of Perkins funds that a district is eligible to receive depends on the relative size of its ESEA, Title I, Part A allocations, the number of students with individualized education programs, and the number of students enrolled in schools and adults enrolled in training programs. School districts must submit an application to the state board for vocational education that describes their plans for using program funds in ways that give priority to special populations. Uses of funds may include professional development of vocational instructors and academic instructors working with vocational education students that focuses on integrating vocational and academic instruction.

For more information, contact the state board of vocational education.

Tech-Prep Education
(Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part E)

Title III, Part E, supports ongoing training to help teachers. Each Tech-Prep Education program must include in-service training for teachers that (1) is designed to train teachers to effectively

implement Tech-Prep Education curricula; (2) provides for joint training for teachers from all participants in a Tech-Prep consortium; and (3) may provide such training in weekend, evening, and summer sessions, institutes or workshops.

For more information, contact the state board of vocational education.

SCHOOL-TO-WORK OPPORTUNITIES

State Implementation Grants
(School-to-Work Opportunities Act of 1994 (Title II and III)

All states have received School-to-Work Opportunities Development Grants to assist them in planning and developing statewide school-to-work systems. State Implementation Grants are awarded competitively to states to establish comprehensive, statewide school-to-work systems that offer young Americans access to education and training programs designed to prepare them for a first job in a high-skill, high-wage career, and to increase their opportunities for further education. A state receiving a first-year implementation grant passes 70 percent of its School-to-Work Opportunities grant to local partnerships. In the second year, it will pass 80 percent of its grant to local partnerships and in the third year and beyond it will pass 90 percent to local partnerships. The 50 states, the District of Columbia, and Puerto Rico are eligible to apply for state grants.

The School-to-Work program also provides special grants for local partnership, for urban and rural partnerships, grants to territories, and development and implementation grants for Indian youth

National School-to-Work Office
400 Virginia Avenue, SW
Room 210
Washington, D.C. 20024
Phone: (202) 401-6222
e-mail: stw@ed.gov

PART B - COMPETITIVE GRANT PROGRAMS

INTRODUCTION

The Department also administers various competitive grant programs that also can contribute financial support to the efforts of states, school districts, schools and other entities as they work to address both professional development needs generally and the five challenges for promoting excellence and accountability in teaching, in particular. (Many of these competitive grant programs may fund activities in areas that extend beyond professional development or the improvement of teaching. Unless the Department limits application under these programs to those that support high-quality teaching, the programs will support this objective only if an application that addresses improvements in teaching is selected for funding over applications that address other areas.)

Unlike formula grant programs that are broad in scope and provide funding to all entities that meet basic eligibility requirements, with some exceptions competitive grant programs tend to be more narrowly focused. The Department of Education focuses competitive grant programs on the most outstanding applicants, and funds activities that reflect best practice or are most likely to yield significant results. Thus, the Department tends to make awards under competitive grant programs to those institutions, schools, teachers and other eligible applicants whose applications reflect clearest and most promising ideas about how additional funds can be used to improve teaching and learning.

A program's announcement inviting applications for new awards will identify the maximum length of time that the Department will fund a competitive grant awards under that program. Depending upon the requirements of a particular program, the Department generally is allowed to make awards or up to five years. After the initial year for which an award is made, a recipient's entitlement to future year awards depends upon factors such as the availability of appropriations and the degree to which the recipient has been able to demonstrate performance of the plans and activities contained in its approved application.

Awards under competitive grant programs are made only to those relatively few applicants whose applications, including proposed budgets, are found most likely to be successful (although a program's criteria for awards also might include other factors such as the need for geographical distribution of awards). Therefore, while appropriation levels for competitive grant programs generally are much smaller than for formula grant programs, the amount of available program funds distributed o a recipient under a competitive grant program may be much larger than the recipient receives under many formula grant programs.

CURRENT OR UPCOMING DEPARTMENT OF EDUCATION GRANT COMPETITIONS

(as of April 28, 1997)

Of those competitive grant programs identified on the charts, the Department has either announced or plans to announce grant competitions and/or application due dates under the following competitive grant programs:

- Public Charter Schools Program (ESEA, Title X, Part C)
- Star Schools Program (ESEA, Title III, Part B)
- Centers and Services to Meet the Special Needs of Individuals with Disabilities; and Innovation and Development (Research) (IDEA, Parts C and E, combined)
- Training Personnel for Education of Individuals with Disabilities (IDEA Part D
- Fund for the Improvement of Postsecondary Education (FIPSE) (HEA, Title X, Part A)
- Fulbright-Hays Seminars Abroad Program (Mutual Education and Cultural Exchange Act)
- Field Initiated Studies (Research) (ERDDIA, Part C)

The Department will announce in the future in the *Federal Register* and on its Web Site when new grant competitions will be scheduled for awards under other programs that can help to promote excellence and accountability in teaching.

Public Charter Schools Program
(ESEA, Title X, Part C)

This program provides financial assistance for the design and initial implementation of charter schools. Grants are awarded to state educational agencies in states with charter school laws. State educational agencies receiving funds conduct subgrant competitions for eligible applicants that are partnerships between chartering agencies and developers, which may include teachers, administrators and other school staff, parents, and other members of the community in which a charter school will be carried out. If an eligible state educational agency chooses not to participate, or applies and is not successful, the local eligible applicant may apply directly to the Department. Funds may be used for planning and design of the educational program, including efforts needed to ensure the high-quality of teachers and other staff, and for initial implementation of the charter school.

Competition:

Application deadline:	June
Estimated number of awards:	20-25 to states; hundreds more through state subgrants
Estimated range of awards:	$250,000 to $4,000,000 (states) $25,000 to $250,000 (other applicants)

John Fiegel
Public Charter Schools Program
School Improvement Programs
600 Independence Ave., SW
Washington, DC 20202-6140
Phone: (202) 260-2671
e-mail: john_fiegel@ed.gov

Star Schools Program
(ESEA, Title III, Part B)

The Star Schools Program supports telecommunications partnerships to provide telecommunications equipment and programming to underserved students, including those living in rural and urban areas. Through support from the Star Schools Program, more than 50,000 teachers along with a host of administrators, parents, and policy makers have participated in staff development and community awareness activities produced via satellite, compressed video technology, fiber optics, videodisc, and microcomputer-based networks. Eligible partnerships may take the form of either: (1) A public agency or corporation established for the purpose of developing and operating telecommunications networks to enhance educational opportunities; or (2) a partnership that includes three or more of the following, at least one of which must be an agency as described in (a) or (b): (a) a local educational agency with a significant number of elementary and secondary schools that are eligible for assistance under ESEA Title I funds, or elementary and secondary schools operated or funded for Indian children by the Department of the Interior; (b) a state educational agency; (c) an adult or family education program; (d) an institution of higher education or state higher education agency; (e) a teacher training center or academy; (f) a public or private agency with experience or expertise in the planning and operation of telecommunications networks or a public broadcasting entity; or (g) a public or private elementary or secondary school.

Competition:

Application deadline::	May 9, 1977
Estimated number of awards:	7 general projects and 1 dissemination project
Estimated range of awards:	$2,000,000 General Projects; $500,000 Dissemination Project

Jean Tolliver
Star Schools
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, D.C. 20208-5645
Phone: (202) 219-2116
e-mail: jtollive@inet.ed.gov

SPECIAL EDUCATION

Centers and Services to Meet the Special Needs of Individuals with Disabilities; and
Innovation and Development (Research)
IDEA, Parts C and E, combined

The Centers and Services program (IDEA, Part C) includes a number of grant competitions that, together, support activities in a variety of areas. Depending on the competition, awards are made to support demonstration, research, training, dissemination and other activities (including, depending upon the application, professional development for teachers and other staff) designed to support persons with disabilities across the educational spectrum. Different competitions support activities that focus on, among other things: early intervention, special education, and related services for children who are deaf or blind; infants, toddlers and other preschool children; children with severe disabilities, including deaf-blindness, children and youth with severe emotional disturbances; model programs of postsecondary, vocational, technical, continuing, or adult education (with a minimum of funding for projects that serve the deaf); and education and transitional services for persons in transition from secondary school to postsecondary environments. The statute identifies the entities that are eligible to apply for each competition.

This Innovation and Development (Research) program s(IDEA, Part E) supports projects to advance and improve the knowledge base and to improve the practice of professionals, parents and others providing early intervention, special education, and related services, including professionals in regular education environments, to provide children with disabilities effective instruction and enable them to learn successfully. Funds also support research and related activities, surveys, or demonstrations relating to physical education or recreation, including therapeutic recreation, for children with disabilities.

Competition:

An *Urban Center on Implementing Inclusive Education for Children with Severe Disabilities as part of Systemic Education Reform Efforts* (proposed priority) A requirement of this priority will be to provide training and technical assistance in the adoption, use and maintenance of inclusive education practices involving access to the general education curriculum in urban settings via direct technical assistance as well as distance learning and other innovative methods.

Application deadline: To be announced
Estimated number of awards: To be announced

For the IDEA, Part C program:
Jane M. Williams
Research to Practice Division
Office of Special Education Programs
Room 4616, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8294
e-mail: jane_williams@ed.gov

For the IDEA, Part E program
Scott Brown
Research to Practice Division
Office of Special Education Programs
Room 3522, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8117
e-mail: scott_brown@ed.gov

Training Personnel for Education of Individuals with Disabilities
(IDEA Part D

The program supports grants for personnel training to increase the quality and quantity of personnel available to serve infants, toddlers, children, and youth with disabilities, and their families. State education agencies, institutions of higher education, and other appropriate nonprofit agencies and organizations are eligible to apply.

Competitions:

Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized Under the Individuals with Disabilities Education Act (proposed priority) The purpose of this priority is to support a national center to promote the participation of minority institutions in personnel preparation competitions authorized by IDEA and to promote the professional development capacity of minority entities.

Application deadline:	To be announced
Estimated number of awards:	To be announced

An *Academy: Linking Teacher Education to Advances in Research* (proposed priority) Under this priority, applicants are required to design an approach, consistent with principles of effective professional development, for linking teacher education programs to recent advances in research on teaching reading to children with learning disabilities, using technology to enhance educational results for children with disabilities, and using positive behavioral supports to teach children with disabilities who exhibit challenging behaviors.

Application deadline:	To be announced
Estimated number of awards:	To be announced

Developing a National Plan for Training Personnel to Teach Blind and Low-Vision Children (Proposed Priority) Under this priority, the applicant is required to conduct a systemic and systematic needs assessment of the personnel shortage in this area and design a comprehensive approach for preparing capable and qualified personnel to education blind and low vision students.

Application deadline:	To be announced
Estimated number of awards:	To be announced

Ray Miner
Research to Practice Division
Office of Special Education Programs
Room 4611, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-9805
e-mail: ray_miner@ed.gov

HIGHER EDUCATION

Fund for the Improvement of Postsecondary Education (FIPSE)
(HEA, Title X, Part A)

The Fund for Improvement of Postsecondary Education (FIPSE) provides financial support for nationally significant activities that are designed to enhance the quality of education in the nation's institutions of higher education. The scope of activities that the Department may support is quite broad. It includes: encouragement of reform, innovation, and improvement in postsecondary (including graduate) education programs; creation of institutions and programs that promote new paths to career and professional training; promotion of use of technology; design and implementation of cost-effective methods of instruction and operation. In particular, FIPSE has funded a number of activities that focus on improving the quality of K-12 teaching, including: projects to (1) train teachers to assume ever-expanding educational and social responsibilities; (2) strengthen the skills of elementary school teachers in math and science, and of teachers at all levels to incorporate math and science into an interdisciplinary curriculum; (3) develop School-College partnerships that encourage colleges to share resources with schools in order to strengthen the training of both prospective and current K-12 teachers; and (4) explore new pathways into the teaching profession.

Competition:

FIPSE's current Comprehensive Program priorities are: 1. Access, Retention and Completion; 2. Improving Campus Climate for Learning; 3. Making More Productive Use of Resources to Improve Teaching and Learning; 4. Improving School-College Collaboration; 5. Curricular and Pedagogical Reform; 6. Faculty Development; and 8. Dissemination of Successful Innovations. However , the public is invited to submit proposals for other activities they believe also are important to the improvement of Postsecondary education.

Application deadline:	October, 1997
Estimated number of awards:	70

NOTE: Guidance for the next round of applications (FY 1998) for the Comprehensive Program are expected to be available in approximately August, 1997. Preliminary proposals will be due in October, 1997, and full proposals will be due in mid-March, 1998. Awards will be made by June 30, 1998.

Brian Lekander
Office of Postsecondary Education
600 Independence Ave., SW
Room 3100, ROB-3
Washington, DC 20202-5175
Phone: (202) 708-5750
e-mail: brian_lekander@ed.gov

OTHER PROGRAMS

Fulbright-Hays Seminars Abroad Program
(Mutual Education and Cultural Exchange Act)

The program is intended to increase mutual understanding between people of the United States and other countries by offering qualified American educators opportunities to participate in short-term seminars abroad during the summer. The program provides opportunities for K-12 social studies teachers, administrators and state and school district curriculum specialists with responsibility for curriculum development in social studies, and for undergraduate faculty members from postsecondary institutions whose professional activities primarily include teaching undergraduate courses in the humanities, social sciences, or international affairs. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations and the public in their home communities.

Competition:

A new competition is planned, but not yet announced, for awards to individual elementary and secondary school teachers and colleges and university faculty. No awards would be made to states or schools. The program does not intend to establish priorities.

Application deadline:	Late October, 1997 (projected)
Estimated number of awards:	130

Linda Byrd-Johnson
Center for International Education
Office of Postsecondary Education
600 Independence Ave., SW
Room 600 Portals Building
Washington, DC 20202
Phone: (202) 401-9775
e mail: linda_byrdjohnson@ed.gov

Field Initiated Studies (Research)
(ERDDIA, Part C)

Field-initiated studies grants support educational research projects where the topics and methods of study are generated by the investigators. There are five national research institutes within the Office of Educational Research and Improvement (OERI): (1) the National Institute on Student Achievement, Curriculum, and Assessment; (2) the National Institute on the Education of At-Risk Students; (3) the National Institute on Education Governance, Finance, Policy-Making, and Management; (4) the National Institute on Early Childhood Development and Education; and (5) the National Institute on Postsecondary Education, Libraries, and Lifelong Education support field-initiated studies. Each Institute conducts its own field-initiated studies competition.

Competition:

The Department particularly invites educational research and development projects that focus on one or more priorities in its published Research Priorities Plan. Those priorities include: Ensuring effective teaching through activities that focus on prospective and current teachers; improving curriculum, instruction, assessment and student learning; strengthening schools; supporting schools to affectively prepare diverse populations to meet high standards; promoting learning and formal and informal settings; improved early childhood learning; and understanding changing requirements for adult competence.

Application deadline:	June 9, 1997
Estimated number of awards:	7 per institute
Estimated Range of awards	$100,000 to $225,000

For information on the program or any of its individual competitions, contact:

Jackie Jenkins
National Institute on Student Achievement, Curriculum, and Assessment
U.S. Department of Education
555 New Jersey Avenue, NW
Room 510g
Phone: (202) 219-2232
FAX: (202) 219-2135
e-mail: Jackie_Jenkins@ed.gov

Beth Fine
National Institute on the Education of At-Risk Students
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208-5521
Phone: (202) 219-1323
FAX: (202) 219-2030
e-mail: Beth_Fine@ed.gov

Veda Bright
National Institute on Early Childhood Development and Education
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: (202) 219-1935
FAX: (202) 219-4768
e-mail: veda_bright@ed.gov

Barbara Lieb
National Institute on Educational Governance, Finance, Policymaking, and Management.
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208-5510
Phone: (202) 219-219/2032
FAX: (202) 219-2159
e-mail: barbara_lieb@ed.gov

Norman Brandt
National Institute on Postsecondary Education, Libraries and Lifelong Learning
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208-5531
Phone: (202) 219-1662
FAX: (202) 501-3005
e-mail: norman_brandt@ed.gov

LEARNING MORE ABOUT NEW COMPETITIONS

Those interested in learning more about these competitions, and obtaining application packages may call or write the program Department of Education program contacts who are identified in the following program descriptions. In addition, the Department publishes notices in the *Federal Register* that announce each of the program competitions, and provide specific information about the competition such as how to obtain an application package, the estimated number and size of awards, and the date when completed application must be received. The *Federal Register* also contains notices of any program rules that apply to the competitions.

Those having access to the Internet may obtain copies of recent *Federal Register* grant announcements through the Department of Education's Home Page. To find program announcements:

1. Find the Department's Home Page at "http://www.ed.gov/"

2. Key into "Money Matters" ("http://www.ed.gov/money.html")

3. Key into "*Federal Register* Documents ("http://www.ed.gov/money.html#fr")

4. Key into "Announcements" ("http://www.ed.gov/legislation/FedRegister/announcements/index.html")

For some competitive grant programs, the Department also establishes "absolute priorities." While program statutes may allow the use of funds for activities in a broad range of areas, the Department sometimes establishes absolute priorities, after giving the public an opportunity to comment on the "proposed" priority, to limit the applications it will review to those that address particular activities. The program application notice identifies whether the Department has established a funding priority for the competition, and in what part of the *Federal Register* the public can find the priority if it is not published in the application notice. *Federal Register* documents that contain recent priority notices also may be accessed through the Department's Home Page. To do so, after finding the page, "*Federal Register* Documents" (step 3 above) --

5. Key into "Final Regulations, Priorities and Other Rules" ("http://www.ed.gov/legislation/FedRegister/finrule/index.html")

In addition, those wanting more information on any of these competitive grant programs, when competitions plan to be scheduled, application due dates, and any special requirements of these programs, may contact the individual identified in the following program descriptions.

NOTE: Those having access to the Internet can obtain this information -- and other information available through the Department of Education's Home Page -- through different access methods:

World Wide Web	**http://www.ed.gov/**
Gopher	**gopher.ed.gov** or select **North America-->USA-->General-->U.S. Department of Education** from the All/Other Gophers menu on your system
FTP	**ftp.ed.gov** (log on anonymous)
E-Mail	Send e-mail to **almanac@inet.ed.gov** to get instructions on usage of our mail server In the body of the message type **send catalog** (avoid use of signature blocks)
Telnet	No public telnet access is available. You must either have an appropriate WWW, Gopher, or FTP client at your site or be able to telnet to a public access client elsewhere.

PART C - COMPREHENSIVE REGIONAL ASSISTANCE CENTERS

In addition to its formula and competitive grant programs, the U.S. Department of Education funds important sources of technical assistance that can help to provide or locate special help to those working to meet the challenges for promoting excellence and accountability in teaching. A key source of technical assistance are the 15 Comprehensive Regional Assistance Centers, which the Department created to help states, school districts, schools, tribes, community-based organizations, and other grant recipients with the administration, integration and implementation of programs funded under the Elementary and Secondary Education Act (ESEA) so that all students can increase the levels of their achievement. These Regional Assistance Centers are designed to be able to provide high-quality comprehensive training and technical assistance to improve teaching and learning and to meet the needs of children served by ESEA programs. Hence, the Centers can play a key role in promoting state, school district and school efforts to secure excellence and accountability in teaching.

Comprehensive Regional Assistance Centers

Region I: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Education Development Center, Inc.
Newton, MA
Phone: (617) 969-7100 ext 2533
FAX: (617) 965-6325
e-mail: WendeA@edc.org

Region II: New York State

New York Technical Assistance Center
New York University
New York, NY
Phone: (212) 998-5110
FAX: (212) 995-4199
995-4041
e-mail: millrla@is2.nyu.edu

Region III: Delaware, District of Columbia, Maryland, New Jersey, Ohio, Pennsylvania

George Washington University
Arlington, VA
Phone: (703) 528-3588
FAX: (703) 528-5973
e-mail: crivera@gwis2.circ.gwu.edu

Region IV: Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Appalachia Educational Laboratory, Inc.
Charleston, WV
Phone: (304) 347-0441
FAX: (304) 347-0489
e-mail: buckleyp@ael.org

Region V: Alabama, Arkansas, Georgia, Louisiana, Mississippi

Southeast Comprehensive Assistance Center
Metairie, LA
Phone: (504) 838-6861
FAX: (504) 831-5242
e-mail: htran@sedl.org

Region VI: Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

University of Wisconsin
Madison, WI
Phone: (608) 263-4326
FAX: (608) 263-3733
e-mail: mcoyne@macc.wisc.edu

Region VII: Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma

University of Oklahoma
Norman, OK
Phone: (405) 325-1711
FAX: (405) 325-1824
e-mail: steffens@uoknor.edu

Region VIII: Texas

Intercultural Development Research Association
San Antonio, TX
Phone: (210) 684-8180
FAX: (210) 684-5389

e-mail: cmontecl@txdirect.net
acortez@txdirect.net

Region IX: Arizona, Colorado, New Mexico, Nevada, Utah

New Mexico Highlands University
Albuquerque, NM
Phone: (505) 242-7447
FAX: (505) 242-7558
e-mail: martinez@cesdp.nmhu.edu

Region X: Idaho, Montana, Oregon, Washington, Wyoming

Northwest Regional Educational Laboratory
Portland, OR
Phone: (503) 275-9479
FAX: (503) 275-9625
e-mail: simone@nwrel.org
sundermc@nwrel.org

Region XI: Northern California

Far West Laboratory for Educational Research
San Francisco, CA
Phone: (415) 565-3009
FAX: (415) 565-3012
565-2024
e-mail: bfarr@wested.org

Region XII: Southern California (Counties: Imperial, Inyo, Los Angeles, Mono, Orange, San Bernardino, San Diego)

Los Angeles County Office of Education
Downey, CA
Phone: (310) 922-6343
FAX: (310) 940-1798
e-mail: mothner_henry@lacoe.edu

Region XIII: Alaska

South East Regional Resource Center
Juneau, AK
Phone: (907) 586-6806
FAX: (907) 463-3811
e-mail: billb@akrac.k12.ak.us

Region XIV: Florida, Puerto Rico, Virgin Islands

Educational Testing Service
Tucker, GA
Phone: (770) 723-7443
FAX: (770) 723-7436
e-mail: thensley@ets.org

Region XV: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, the Republic of Palau

Pacific Region Educational Laboratory
Honolulu, Hawaii 96813
Phone: (808) 533-6000
FAX: (808) 533-7599
e-mail: heineh@prel.hawaii.edu

For more information on the comprehensive technical assistance centers, contact:

Steven L. Brockhouse
School Improvement Programs
Room 4500, Portals Building
1250 Maryland Avenue, SW
Washington, DC 20202-6140
Phone: (202) 260-2476
e-mail: steve_brockhouse@ed.gov

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OTHER SIGNIFICANT RESOURCES

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TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

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Eisenhower Regional Mathematics and Science Education Consortia 50
National Education Research and Development Centers 53
National Library of Education (NLE) 58
Regional Educational Laboratories 60
Regional Technology in Education Consortia (R-TEC) 63

TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

National Clearinghouse for Bilingual Education 65

TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICE

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TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF VOCATIONAL AND ADULT EDUCATION

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INTRODUCTION

In addition to the Comprehensive Regional Assistance Centers discussed in Section Three of this *Guide*, the U.S. Department of Education funds important other sources of assistance that can help to provide or locate special help to those working to meet the challenges for promoting excellence and accountability in teaching. **This Appendix identifies those various research programs, technical assistance centers and national clearinghouses, many of which have a particularized focus, along with how to access them by telephone or through the Internet. Those wanting more general information on any of these resources also may call or write the Department of Education contact.** (These technical assistance providers also are funded on a competitive basis. However, except for the research programs that are identified below, the Department does not anticipate conducting new competitions in these areas in the near future.)

CURRENT OR UPCOMING DEPARTMENT OF EDUCATION RESOURCE COMPETITIONS

(as of April 18, 1997)

The Department recently announced competitions for the following new research programs:

- Partnership for Excellence and Accountability in Teaching
- National Research and Development Center on Policy and Teaching Excellence

While the due date for applications for the Partnership for Excellence and Accountability in Teaching has passed, it is included here in order to highlight an important resource that will be available in the near future.

The Department will announce on its Website when new competitions for other research programs, technical assistance centers or information clearinghouses that can help to promote excellence and accountability in teaching will be scheduled.

Partnership for Excellence and Accountability in Teaching

The Office of Educational Research and Improvement will fund a Partnership for Excellence and Accountability in Teaching that will bring together elementary, secondary and postsecondary educational institutions, state and local entities, national professional associations and other stakeholders across this nation whose influence is crucial to improving teaching effectiveness. The new Partnership will be the support needed to launch a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development and support for K-12 teachers. Unlike previous efforts of lone researchers or groups of investigators with a narrow focus, the work of the Partnership will consider the entire spectrum of teacher professional development and tie knowledge-to-application-to-dissemination while continuing to "push the envelope" of professional development research.

Competition:

Application Due Date:	April 29, 1997
Projected Award Date:	mid-September, 1997
Duration:	Five years
Anticipated Funding:	$24 million over five years

For further information about the Partnership contact:

Ed Fuentes
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: (202) 219-1895
FAX: (202) 219-2030
e-mail: edward_fuentes@ed.gov

Any questions about the proposed contract should be addressed to:

Zelphia Wright
Contracting Specialist
U.S. Department of Education
Phone: (202) 708-8572
FAX: (202) 708-9964
e-mail: zelphia_wright@ed.gov

National Research and Development Center on Policy and Teaching Excellence

The Office of Educational Research and Improvement will award a cooperative agreement to operate a National Research and Development Center on Policy and Teaching Excellence. This national research and development center will carry out sustained research over 5 years that will lead to improvements in policy making and policies to support excellence in teaching. The Center will explore a wide range of policy issues that can lead to improved teaching, including policy formulation, implementation, coordination, alignment, costs and benefits, and evaluation processes. The Center will address the needs of decision makers at all levels of government and education. The Center will also assess the effects that various policies for fostering and sustaining teaching excellence have on continuous school improvement, teacher performance, and student learning.

Competition:

Application Due Date:	June 6, 1997
Projected Award Date	August 8, 1997
Duration:	Five years
Anticipated Funding:	$7.5 million over five years

For further information about the Research Center contact:

Ron Anson
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208-5510
Phone: (202) 219-2214
FAX: (202) 219-2159
e-mail: ron_anson@ed.gov

RESOURCE DESCRIPTIONS

TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)

The Office of Educational Research and Improvement's (OERI's) Eisenhower National Clearinghouse (ENC) collects, catalogues and disseminates K-12 curriculum materials and resources in mathematics and science. Its catalogue is available online through a toll-free number (800) 362-4448 as well as through the World Wide Web (http://www.enc.org.) ENC provides teachers with a variety of additional services, including a technical help desk and reference service, print publications, and 12 demonstration sites located throughout the nation. ENC collaborates with existing regional and national networks, and coordinates its demonstration site activities with the Eisenhower Regional Consortia for Mathematics and Science Education.

The Ohio State University
Columbus, OH
Phone: (614) 292-7784
e-mail: simutis@enc.org
Internet: http://www.enc.org

For more information on the Eisenhower National Clearinghouse, one also may contact:

Elizabeth Barnes
Office of Educational Research and Improvement
Room 502C
555 New Jersey Ave., NW
Washington, DC 20208-5645
Phone: (202) 219-2210
e-mail: elizabeth_barnes@ed.gov

Eisenhower Regional Mathematics and Science Education Consortia

The consortia disseminates exemplary mathematics and science instructional materials and provide technical assistance in the use of improved teaching methods and assessment tools to benefit elementary and secondary school students, teachers and administrators. They are administered through regional boards that are broadly representative of the agencies and organizations participating in the consortium. The Office of Educational Research and Improvement (OERI) currently funds 10 consortia, with at least one for each area served by a "Regional Education Laboratory" (See p. 60). Each consortia offers services to schools and districts in a specific geographic area.

Region: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico and the Virgin Islands

The Eisenhower Regional Alliance for Mathematics and Science Education Reform
Technical Education Resource Centers (TERC)
Cambridge, MA
Phone: (617) 547-0430
FAX: (617) 349-3535
e-mail: mark_kaufman@terc.edu
bob_mclaughlin@terc.edu
Internet: http://www.ra.terc.edu/HubHome.html

Region: Delaware, Maryland, New Jersey, Pennsylvania and the District of Columbia

The Mid-Atlantic Regional Consortium for Mathematics and Science Education
Research for Better Schools (RBS)
Philadelphia, PA
Phone: (215) 574-9300
FAX: (215) 574-0133
e-mail: kershner@rbs.org
Internet: http://www.rbs.org/eisenhower/index.html

Region: Kentucky, Tennessee, Virginia and West Virginia

Eisenhower Regional Consortium for Mathematics and Science
Appalachia Educational Laboratory, Inc. (AEL)
Charleston, WV
Phone: (800) 624-8120 or (304) 347-0400
FAX: (304) 347-0487
e-mail: buckleyp@ael.org
hambricka@ael.org
Internet: http://www.ael.org/_ermsc.htm

Region: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina

Eisenhower Consortium for Mathematics and Science Education
Southeastern Regional Vision for Education (SERVE)
Tallahassee, FL
Phone: (904) 671-6033
FAX: (904) 671-6010
e-mail: fcumming@serve.org
Internet: http://www.serve.org/m&smnu.html

Region: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin

The Midwest Consortium for Mathematics and Science Education
North Central Regional Educational Laboratory (NCREL)
Oak Brook, IL
Phone: (630) 571-4700
FAX: (630) 571-4716
e-mail: valdez@ncrel.org
Internet: http://www.ncrel.org/ncrel/msc/msc.htm

Region: Arkansas, Louisiana, New Mexico, Oklahoma and Texas

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching
Southwest Educational Development Laboratory (SEDL)
Austin, TX
Phone: (512) 476-6861
FAX: (512) 476-2286
e-mail: whoover@sedl.org
Internet: http://www.sedl.org/sedl/scimast.html

Region: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming

High Plains Consortium for Mathematics and Science
Mid-Continental Regional Educational Laboratory (McREL)
Aurora, CO
Phone: (800) 949-6387 or (303) 743-5552
FAX: (303) 337-3005
e-mail: jsutton@mcrel.org
Internet: http://www.mcrel.org/hpc

Region: Arizona, California, Nevada and Utah

WestEd Eisenhower Regional Consortium for Science and Mathematics Far West Eisenhower
San Francisco, CA
Phone: (415) 241-2730
FAX: (415) 241-2746
e-mail: assusma@wested.org
sschnei@wested.org
Internet: http://www.fwl.org/fwerc/welcome.html

Region: Alaska, Idaho, Montana, Oregon and Washington

Science and Mathematics Consortium for North West Schools (SMCNWS)
Columbia Education Center
Portland, OR
Phone: (503) 760-2346
FAX: (503) 760-5592
e-mail: Ralph@col-ed.org
Internet: http://www.col-ed.org/smcnwshp.html

Region: Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands and the Republic of Palau

Pacific Mathematics and Science Regional Consortium
Pacific Region Educational Laboratory (PREL)
Honolulu, HI
Phone: (808) 533-6000
FAX: (808) 533-7599
e-mail: dumasp@prel.hawaii.edu
Internet: http://prel-oahu-1.prel.hawaii.edu/math-science/index.html

For more information on the Eisenhower Regional Consortia, one also may contact:

Annora Bryant, Coordinator
Eisenhower Regional Consortia Program
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208-5645
Phone: (202) 219-2087
e-mail: annora_bryant@ed.gov

National Education Research and Development Centers

The Office of Educational Research and Improvement (OERI) funds research and development centers across the country to carry out sustained research and development initiatives that address nationally significant problems and issues in education, which extend to initiatives designed to promote excellence and accountability in teaching. OERI currently funds ten centers through 2001. They are monitored by OERI's five national institutes that address issues of student achievement, assessment, cultural diversity, early childhood, education reform, postsecondary education, literacy, reading, at risk students, and gifted and talented students.

The current educational research and development centers are:

National Center to Enhance Early Development and Learning: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center, CB #4100, Chapel Hill, NC 27599-4100. Phone: (919) 966-4250. Monitor: The National Institute on Early Childhood Development and Education

The UNC consortium conducts research studies connecting all projects and links with other research sites, associations, and family groups. Its research strands focus on: (1) quality of services; (2) kindergarten transitions; and (3) the kinds of interventions that will work. The Center also focuses on state policies that affect the quality of child care services, and dissemination of hypothetical case models for instructional purposes that can translate research into practice.

National Research and Development Center on Achievement in School Mathematics and Science: Wisconsin Center for Education Research, School of Education, University of Wisconsin--Madison, 1025 West Johnson Street, Madison, WI 53706. Phone: (608) 263-3605. Monitor: The National Institute on Student Achievement, Curriculum, and Assessment

The research projects at the core of the Center's activities are organized around five thematic elements: (1) modeling; (2) arguments and standards of evidence; (3) big ideas and technologies; (4) equity; and (5) assessment. Studies will be carried out as part of a collaborative design in which researchers will work with teachers and schools at the elementary, middle, and high school levels, to design and implement "test beds" to support the development and validation of practices leading to higher levels of student achievement for all students.

The research studies to be conducted by the Center at school sites throughout the United States are to be organized around: (1) student understanding; (2) important ideas in mathematics and science; (3) professional development; (4) assessment; (5) organizational support; and (6) the relationship between school mathematics and science.

National Research Center on Improving Student Learning and Achievement in English: The Research Foundation of the State University of New York (SUNY) at Albany, School of Education, 1400 Washington Avenue, Albany, NY 12222. Phone: (518) 442-5029. Monitor: The National Institute on Student Achievement, Curriculum, and Assessment

The Center at the State University of New York (SUNY) Albany will specify those features of curriculum and instruction that are essential to success in english, including skills with oral and written language, literature, and other forms of communication. The Center's scope of efforts will include not only K-12 english instruction, but also other subjects where, increasingly, english skills are needed. The cross-disciplinary instruction between english and other academic subject areas (e.g., history, science, and mathematics--those that have been the focus of many recent proposals for reform) are at the heart of this proposed Center. The Center's work will be conducted in a variety of classroom settings with diverse populations of students at elementary and secondary schools, various other sites, including urban areas. In its program of research, this Center will focus on pedagogical approaches that foster literate thinking and high literacy. A total of 18 studies will be conducted.

Center for Research on Evaluation, Standards, and Student Testing (CRESST): University of California, Los Angeles, Graduate School of Education, 1339 Moore Hall, 405 Hilgard Avenue, Los Angeles, CA 90024. Phone: (310) 206-1530. Monitor: The National Institute on Student Achievement, Curriculum, and Assessment

The University of California, Los Angeles consortium will work with state and local partners to improve the utility and trustworthiness of educational information available to the public. The consortium will: (1) engage teachers, researchers policymakers, and the public to improve assessment and its links to educational quality; (2) find ways to improve current assessment and instruction practices from the perspectives of parents, teachers, students, and policymakers; (3) develop tools, procedures, and systems to improve the quality of assessment as practiced in schools; (4) work with states and school districts, and their associations, that are engaged in reforming schools, teaching, and assessment practices; (5) find ways to improve the implementation of large scale assessment systems as they connect classroom instruction, educational reform, and equity issues; (6) create and evaluate approaches and accommodations to allow more students to participate in large scale assessments, especially students with disabilities and limited language proficiency; and (7) work with states and school districts to develop and validate new models for assessing individual and group problem solving, with attention to equity and fairness for special populations, and assist them in making trustworthy interpretations of this information.

National Center for Research on Cultural Diversity and Second Language Learning: The Regents of the University of California, The University of California, 1156 High Street, Santa Cruz, CA 95064. Phone: (408) 459-4114. Monitor: The National Institute on the Education of At-Risk Students

The Santa Cruz consortium is intended to assist the nation's populations of diverse students, including those at risk of educational failure, to achieve high academic standards. The Center's central programs include the following five programs: (1) Language Learning; (2) Professional Development; (3) Families, Peers and Communities; (4) Teaching and Learning in Context; and (5) Integrated Reform. Within these central programs, the Center will address core issues and problems related to students from all major linguistic, cultural and ethnic groups, including students facing four risk factors for educational failure--limited english proficiency, poverty, race, and geographic location.

In addition, the Center will pursue a Data Analysis and Archiving Program, which will provide data useful to the research of each of the five central programs, and a collaboration program, which will support partnerships and outreach to educators, policymakers and national organizations interested in school improvement and increased student achievement.

National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts: Consortium for Policy Research in Education (CPRE), Graduate School of Education, University of Pennsylvania, 3440 Market Street, Suite 560, Philadelphia, PA 19104-3325. Phone: (215) 573-0700, ext. 224. Monitor: The National Institute on Educational Governance, Finance, Policymaking, and Management

The Pennsylvania led Consortium will conduct a coherent program of research on state and local education reform efforts. This research program will contribute to the theory and knowledge-base on improving student learning and instructional quality through reform and will foster a continuing dialogue between the producers and consumers of research.

The research is complemented by a dissemination program that is: (1) designed to meet the needs of the center's constituents -- "reform communities" that include teachers, administrators, parents business and community leaders, higher education faculty and officials interested in K-12 reform, local and state board of education members, reformers in nongovernmental organizations, governors, legislators, and chief state school officers; (2) is integrated with other center activities; (3) is continuous; and, (4) relies on existing channels whenever possible. The program of research is organized into three program areas: School Reform, Policy and Governance, and School Finance.

National Center for Postsecondary Improvement: Stanford Institute for Higher Education Research, 508 Ceras Building, Stanford University, Stanford, CA 94305-4125. Phone: (415) 723-7727. Monitor: The National Institute on Postsecondary Education, Libraries, and Lifelong Learning

Stanford's research and development agenda includes: (1) Postsecondary Organizational Improvement: Restructuring and Beyond; (2) Transitions in Education and Work; (3) Participation and Outcomes of Postsecondary Education; (4) Postsecondary Professional Development; (5) Student Learning and Institutional Assessment; and (6) Quality, Productivity, and Efficiency in Postsecondary Education.

National Reading Research Center (NRRC): University of Georgia, 318 Aderhold. Athens, GA 30602-7125. Phone: (706) 542-3678. Monitor: The National Institute on Student Achievement, Curriculum, and Assessment

The Center is charged with expanding the knowledge base on children's and adolescents' acquisition of reading proficiency and the use of that proficiency to learn from text. The NRRC's research embraces four major program areas: (1) instruction; (2) learning; (3) assessment; and (4) professional development. This last program area recognizes that successful instruction, learning, and assessment in reading must engage teachers as well as learners.

Center for Research on the Education of Students Placed At Risk (CRESPAR): Johns Hopkins University, CSOS, 3505 North Charles Street, Baltimore, MD 21218. Phone: (410) 516-8800. Monitor: The National Institute on the Education of At-Risk Students

The Center focuses on how inner city and rural schools, families and community agencies can work together to ensure that students placed at risk of educational failure achieve their full

potential throughout their schooling and beyond. Three themes underlie the work of the Center: (1) ensuring success at key points in children's development and schooling; (2) building on personal and cultural assets; and (3) scaling up successful programs.

The Center's work is organized into seven programs: (1) Resilience and Cultural Integrity; (2) Early Education and Development; (3) School and Classroom Interventions--Elementary Schools; (4) School and Classroom Interventions--Middle and High Schools; (5) Language Minority Studies; (6) School, Family, and Community Partnerships; and (7) Systemic and Policy-Related Studies.

National Research Center on the Gifted and Talented (NRC G/T): University of Connecticut, 362 Fairfield Road U-7, Storrs, CT 06269-2007. Phone: (860) 486-4676. Monitor: The National Institute on the Education of At-Risk Students

The National Research Center on the Gifted and Talented is a resource for schools looking for better, more effective ways to identify and help gifted and talented students from under served populations (e.g., students who speak limited English, have a disability, or are economically disadvantaged).

The Center's research is designed to answer such basic questions as:

> What are the most effective ways of identifying, nurturing, and developing the many talents of students from diverse ethnic and socioeconomic backgrounds? How can schools ensure that all students are provided with challenging learning opportunities?
>
> How can programs developed for gifted and talented students be used to improve the education of all students within a school?
>
> How can researchers, practitioners, policy makers, and others work together to design and conduct research and ensure that it informs policy and practice?

For further information on the five OERI institutes and these research centers, one also may contact:

Jackie Jenkins
National Institute on Student Achievement, Curriculum, and Assessment
555 New Jersey Avenue, NW
Room 510g
Phone: (202) 219-2232
FAX: (202) 219-2135
e-mail: Jackie_Jenkins@ed.gov

Sandra Steed
National Institute on the Education of At-Risk Students
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5521
Phone: (202) 219-2197
FAX: (202) 219-2030
e-mail: sandra_steed@ed.gov

Veda Bright
National Institute on Early Childhood Development and Education
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: (202) 219-1935
FAX: (202) 219-4768
e-mail: veda_bright@ed.gov

Barbara Lieb
National Institute on Educational Governance, Finance, Policymaking, and Management.
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5510
Phone: (202) 219-2191
FAX: (202) 219-2159
e-mail: barbara_lieb@ed.gov

Norman Brandt
National Institute on Postsecondary Education, Libraries, and Lifelong Learning
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5531
Phone: (202) 219-1662
FAX: (202) 501-3005
e-mail: norman_brandt@ed.gov

National Library of Education (NLE)

The National Library of Education (NLE) is the largest federally sponsored library devoted to education information and is one of four national libraries in the United States. NLE is a virtual library that provides its customers with access to education information in all formats and from a wide variety of sources. The core collection of the library consists of over 200,000 volumes, 800 serials, and 1 million microfiche items and is accessible to the public between the hours of 9:00 a.m. and 5:00 p.m. every business day at 80 F Street, NW, Washington, DC. NLE also operates a toll-free reference telephone line 1-800-424-1616 that is staffed during business hours and equipped to receive inquiries and direct customer's calls at all times.

Among the key public services of NLE, in addition to reference information and statistics about education, are:

- distribution of free single copies of all OERI and NCES publications while supplies last;
- management of national referral networks of information providers to help customers locate what they need;
- operation of the U.S. Department of Education's Home Page on the World Wide Web http://www.ed.gov/ a site that has won over 50 national awards, provides direct access to many Department publications, and links to many other important education sites; and
- maintenance of the Department's Online Library of information on new education initiatives and activities.

NLE also administers the Educational Resources Information Center (ERIC) system, a group of 16 Clearinghouses and support contractors that maintain the world's largest database related to education, nearly 1 million document files and growing. ERIC is a well-known and respected program that has existed since 1966 to provide service to educators, parents, students, and researchers. The ERIC database includes lesson plans, curriculum materials, research publications, journal articles, and grey literature related to all aspects of education and educational reform at all levels.

ERIC database and document collections are housed in 3,000 locations worldwide, including most major public and university libraries and a growing number of school districts. Extensive user assistance is provided via a toll-free information number (1-800 LET ERIC) an Internet help address (acceric@inet.ed.gov), the Ask ERIC free Internet question-and-answer service (askeric@ericir.syr.edu), the National Parent Information Network (NPIN) (askeece@uiuc.edu or http://ericps.ed.uiuc.edu/npin/npinhome.html), and the ERIC Virtual Library (http://www.ericir.syr.edu/. All of the Clearinghouses can be accessed through these channels.

NLE's central facility and staff serve nearly 50,000 telephone and over 1 million Internet customers a year; ERIC serves over 100,000 callers and 2 million Internet customers a year.

For more information, contact any of the above locations or:

Blane K. Dessy
Executive Director
National Library of Education
555 New Jersey Avenue, NW
Washington, DC 20208-2253
NLE Office: (202) 219-2289
e-mail: library@inet.ed.gov
URL: http://www.ed.gov/

Keith M. Stubbs, Bob Thomas,
or Kevin Arundel
ERIC Program/NLE
555 New Jersey Avenue, NW
Washington, DC 20208-5721
ERIC Office: (202) 219-1803
e-mail: eric@inet.ed.gov
URL: http://www.ed.gov/

Regional Educational Laboratories

The Office of Educational Research and Improvement (OERI) funds ten Regional Educational Laboratories to promote knowledge-based school improvement, to help educators solve their most pressing and difficult issues, and to help all students meet high standards. Laboratories work with schools and school districts, states, research institutions and community-based organizations to develop, assess and refine ways to implement effective educational reform. Under the guidance of regional governing boards, the Laboratories:

- work with states and localities to develop and implement broad-based comprehensive school improvement strategies through provision of information, training and technical assistance, and development or implementation of research-based programs;
- promote widespread access to information regarding research and best practice, and create communities of learners to engage collaboratively with the Laboratories in development and dissemination; and
- provide objective support for regional forums to discuss and debate emerging policy issues.

Current laboratory contracts run through the year 2000. Information on Regional Educational Laboratory activities and programs can be obtained by contacting:

Region: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico and the Virgin Islands

Northeast and Islands Laboratory at Brown University (LAB)
Providence, RI
Phone: (800) 521-9550 or (401) 274-9548
FAX: (401) 421-7650
e-mail: LAB@brown.edu
Internet: http://www.lab.brown.edu

Region: Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania

Mid-Atlantic Laboratory for Students Success (LSS)
Philadelphia, PA
Phone: (800) 892-5550 or (215) 204-3030
FAX: (215) 204-5130
e-mail: LSS@vm.temple.edu
Internet: http://www.temple.edu/departments/lss

Region: Kentucky, Tennessee, Virginia and West Virginia

Appalachia Educational Laboratory (AEL)
Charleston, WV
Phone: (800) 624-9120 or (304) 347-0400
FAX: (304) 347-0487
e-mail: aelinfo@ael.org
Internet: http://www.ael.org

Region: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina

Southeastern Regional Vision for Education (SERVE)
Greensboro, NC
Phone: (800) 755-3277 or (910) 334-3211
FAX: (910) 334-3268
e-mail: info@serve.org
Internet: http://www.serve.org

Region: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin

North Central Regional Educational Laboratory (NCREL)
Oak Brook, IL
Phone: (800) 356-2735 or (630) 571-4700
FAX: (630) 571-4716
e-mail: info@ncrel.org
Internet: http://www.ncrel.org

Region: Arkansas, Louisiana, New Mexico, Oklahoma and Texas

Southwest Educational Development Laboratory (SDEL)
Austin, TX
Phone: (800) 476-6861 or (512) 476-2286
FAX: (512) 476-2286
e-mail: jpollard@sedl.org
Internet: http://www.sedl.org

Region: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming

Mid-Continental Regional Educational Laboratory (McREL)
Aurora, CO
Phone: (303) 337-0990
FAX: (303) 337-3005
e-mail: info@mcrel.org
Internet: http://www.mcrel.org

Region: Arizona, California, Nevada and Utah

WestEd (Uniting the Far West Laboratory for Educational Research and Development (FWL) and the Southwest Regional Laboratory (SWRL))
San Francisco, CA
Phone: (415) 565-3000
FAX: (415) 565-3012
e-mail: tross@wested.org
Internet: http://www.wested.org

Region: Alaska, Idaho, Montana, Oregon and Washington

Northwest Regional Educational Laboratory (NWREL)
Portland, OR
Phone: (503) 275-0448
FAX: (503) 275-9489
e-mail: info@nwrel.org
Internet: http://www.nwrel.org

Region: Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands and the Republic of Palau

Pacific Resources for Education and Learning (PREL)
Honolulu, HI
Phone: (808) 533-6000
FAX: (808) 533-7599
e-mail: askprel@prel.hawaii.edu
Internet: http://prel.hawaii.edu

For more information on the regional laboratories, one also may contact:

Robert Stonehill or Carol Chelemer
Office of Educational Research and Improvement
Office of Reform Assistance and Dissemination
State and Local Support Division
555 New Jersey Avenue, NW
Washington, DC 20208
Phone: (202) 219-2088 or (202) 219-2235
e-mail: robert_stonehill@ed.gov

Regional Technology in Education Consortia (R-TEC)

These regional consortia, which consist of state educational agencies, institutions of higher education, and nonprofit organizations, help states, school districts, schools, adult literacy centers and other institutions use advanced technology to support improved teaching and student achievement. Their primary goal is to provide technical assistance that can help to ensure that technology is used effectively to promote school reform. In the area of professional development, the regional consortia work with institutions of higher education and other organizations to improve preservice education so that new teachers are able to use new technology effectively, and with schools, school districts and state educational agencies on activities that can help existing teachers integrate technology into the curriculum in ways that can best promote student achievement.

The Office of Educational Research and Improvement (OERI) currently funds the following six consortia:

Northeast Region: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island and Vermont

City University of New York: Research Foundation
New York, NY
Phone: (212) 541-0972
FAX: (212) 541-0357
e-mail: blbbh@cunyvm.cuny.edu
Internet: http://www.nettech.org/

Southeast & Islands Region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico and the Virgin Islands

Southeastern Regional Vision for Education, Inc. (SERVE)
Atlanta, GA
Phone: (800) 659-3204
Help line: (404) 892-0100
FAX: (404) 577-7812
e-mail: webmaster@serve.org
Internet: http://www.serve.org/seirtec/

North Central Region: Illinois, Indiana, Iowa, Michigan, Minnesota, South Dakota, North Dakota and Wisconsin

North Central Regional Education Laboratory
Oak Brook, IL
Phone: (630) 571-4700
FAX: (630) 571-4716
e-mail: rknuth@ncrel.org
Internet: http://www.ncrel.org/ncret

South Central Region: Kansas, Missouri, Nebraska, Oklahoma and Texas

University of Kansas Center for Research on Learning
Lawrence, KS
Phone: (913) 864-0699
FAX: (913) 864-0704
e-mail: info@scrtec.rtec.org
Internet: http://wwwscrtec.org/

Pacific/Southwest Region: Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Utah, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands and Republic of Palau

California State University, Long Beach
Center for Language Minority Education and Research
Long Beach, CA
Phone: (562) 985-1570 or 985-7440
FAX: (562) 985-1774
e-mail: clmer@csulb.edu
Internet: http://www.csulb.edu/~clmer/pswrtc/pswrtc.htm

Northwest Region: Alaska, Idaho, Montana, Oregon, Washington and Wyoming

Northwest Regional Educational Laboratory
Portland, OR
Phone: (800) 211-9435 (hotline) or (503) 275-9500 x658
FAX: (503) 275-0449
e-mail: netc@nwrel.org
Internet: http://www.netc.org

For more information on the regional technology consortia, one also may contact:

Catherine Mozer Connor
Regional Technology in Education Consortia Program
Office of Educational Research and Improvement
Room 506a, Capitol Place
555 New Jersey Avenue, NW
Washington, DC 20208-5644
Phone: (202) 219-8070
e-mail: cconnor@inet.ed.gov

TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

National Clearinghouse for Bilingual Education

This Clearinghouse provides practitioners with information on the education of limited-english proficient students. The Clearinghouse compiles information on materials, programs, research, and other resources related to the needs of limited-english proficient children. Available products and services include the Monograph Publications Series, the NCBE Quarterly Newsletter, reference and referral services, and the NCBE Website.

The National Clearinghouse for Bilingual Education
The George Washington University
1118 22nd St., NW
Washington, DC 20037
Phone: (202) 467-0867
FAX: (800) 531-9347
e-mail: askncbe@ncbe.gwu.edu
Internet: http://www.ncbe.gwu.edu

For more information about the National Clearinghouse, one also may contact:

Timothy D'Emilio
Office of Bilingual Education and Minority Languages Affairs
Room 5620, Switzer Building
330 C Street, SW
Washington, DC 20202-6510
Phone: (202)205-8739
e-mail: tim_d'emilio@ed.gov

TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Early Childhood Technical Assistance Center

The Center provides technical assistance to States, territories and projects funded through the Early Childhood Program. It conducts periodic needs assessments, develops technical assistance plans, delivers technical assistance using a variety of methods (on-site visits, conferences, document development and dissemination), and evaluates technical assistance activities, delivery and mechanisms.

Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Chapel Hill, NC
Phone: (919) 962-2001
FAX: (919) 966-7643
e-mail: nectasta.nectas@mhs.unc.edu
Internet: http://www.nectas.unc./edu

For more information about the Early Childhood Center, one also may contact:

Peggy Cvach
Research to Practice Division
Office of Special Education Programs
Room 4609, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-9807
e-mail: peggy_cvach@ed.gov

National Center to Improve the Tools of Educators

This Center applies national leadership to improve the quality of technology, educational media, and materials (TMM) for individuals with disabilities. It encourages the appropriate development of TMM and informs decision makers about the acquisition of TMM to enhance outcomes for students with disabilities. Among the Center's activities are: (1) development of research reviews; (2) assistance to policy makers and administrators regarding content standards and effective programs; (3) and assistance to developers of TMM regarding the needs of students with disabilities.

University of Oregon
College of Education
Eugene, OR
Phone: (503) 683-7543
e-mail: Douglas_Carnine@ccmail.uoregon.edu
Internet: http://darkwing.uoregon.edu~ncite/

For more information about the National Center, one also may contact:

David Malouf
Research to Practice Division
Office of Special Education Programs
Room 3529, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8111
e-mail: dave_malouf@ed.gov

National Clearinghouse for Professions in Special Education

This Clearinghouse, operated by the Council for Exceptional Children, Reston, VA., in conjunction with the National Association of State Directors of Special Education, is: (1) collecting, analyzing and disseminating information on current and future national, regional and state needs for special education and related services personnel; (2) developing and disseminating information to potential special education and related services professionals concerning career opportunities, locations of preparation programs, and various forms of financial assistance; (3) improving and maintaining a knowledge base concerning appropriate programs preparing special education and related services professionals; (4) establishing networks of local and State educational agencies and professional associations to maximize the sharing and accuracy of information regarding career and employment opportunities; and (5) providing technical assistance to institutions of higher education seeking to meet state and professionally recognized standards. The Clearinghouse disseminates information that will guide national efforts to systematically increase the supply of qualified special education and related services paraprofessionals and professionals from diverse backgrounds.

Council for Exceptional Children
Reston, VA
Phone: (800) 641-7824 or (703) 264-9476
FAX: (703) 620-2521
e-mail: ncpse@cec.sped.org

For more information about the National Clearinghouse, one also may contact:

Martha Bokee
Research to Practice Division
Office of Special Education Programs
Room 3078, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-5509
e-mail: martha_bokee@ed.gov

National Center to Improve Practice (NCIP)

The purpose of the National Practice Improvement Center is to promote the effective and efficient use of technology, media and materials by improving the professional practices of special education, related services, and regular education personnel providing special education and related services to children and youth with disabilities. The Center has two major goals: (1) to collect, analyze, validate, and extend extant research regarding effective and efficient use of technology, media, and materials to improve outcomes for children and youth with disabilities; and (2) to provide access to research and promote its use. The Center is establishing a network of key stakeholders to provide input to all Center activities. Research topics are synthesized by research leaders, and validated and extended by the Center. Findings are disseminated through a variety of formats, such as research briefs, training materials, videotape, electronic networks, and on-line multimedia magazine.

Education Development Center, Inc.
Newton, MA
Phone: (617) 969-7100 x2387
FAX: (617) 969-3440
e-mail: ncip@edc.org
Internet: http://www.edc.org/FSC/NCIP/

For more information about the National Center, one also may contact:

David Malouf
Research to Practice Division
Office of Special Education Programs
Room 3529, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8111
e-mail: dave_malouf@ed.gov

National Information Center for Children and Youth With Disabilities

This project provides parents, professionals and others with current factual information regarding the diverse issues related to the education of children and youth with disabilities. To meet the project's goals, the Clearinghouse: (1) promotes awareness through outreach of the Clearinghouse's products and services; (2) maintains a comprehensive Clearinghouse management information system to manage information, resources, maintain data on Clearinghouse users, and respond to requests for information; (3) acquires and maintains the most reliable and current resources collection on disabilities-related issues; (4) produces timely and high-quality information products tailored to Clearinghouse users; (5) provides high-quality information services to Clearinghouse users; and (6) implements a management system to ensure efficient and accountable management of Clearinghouse activities. The Clearinghouse has a special emphasis on disseminating information to under-represented groups such as those with limited-english proficiency.

Academy for Educational Development
Washington, DC
Phone: (800) 695-0285 or (202) 884-8200
FAX: (202) 884-8441
e-mail: nichcy@aed.org
Internet: http://www.aed.org.nichcy/

For more information about the National Information Center, one may also contact:

Doris L. Andres, Deputy Director
Research to Practice Division
Office of Special Education Programs
Room 3528, Switzer Building
330 C Street, SW
Washington, DC 20202
Phone: (202) 205-8125
e-mail: doris_andres@ed.gov

Regional Resource Centers

These centers provide technical assistance and training, as requested, to state educational agencies, and through those state educational agencies to local educational agencies and other appropriate public agencies providing special education and related services. The purpose of this assistance is to aid those agencies in providing early intervention, special education, and related services to infants, toddlers, children and youth with disabilities and their families. Providing services through six service regions, the centers provide a wide range of assistance. Examples of these services include: assisting in the training of parents and professionals; providing information, expert consultation and resources on State-specific issues; providing inservice training; and helping states with strategic planning.

The Regional resource centers and the institutions at which they are located are:

Northeast Region: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island and Vermont

Trinity College of Vermont
Burlington, VT
Phone: (802) 658-5036
FAX: (802) 658-7435
e-mail: NERRC@aol.com
Internet: http://www.interact.uoregon.edu/wrrc/nerrc/index.htm

Mid-South Region: Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia and West Virginia

The University of Kentucky Research Foundation
Lexington, KY
Phone: (606) 257-4921
FAX: (606) 257-4353
e-mail: MSRRC@ihdi.ihdi.uky.edu
Internet: http.//www.ihdi.uky.edu/projects/MSRRC/index.httml

South Atlantic Region: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Puerto Rico and Virgin Islands

Florida Atlantic University
Plantation, FL
Phone: (954) 473-6106
FAX: (954) 424-4309
e-mail: SARRC@acc.fau.edu
Internet: http.//www.fau.edu/divdept/sarrc/

Great Lakes Area: Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania and Wisconsin

The Ohio State University Research Foundation
Columbus, OH
Phone: (614) 447-0844
FAX: (614) 447-9043
e-mail: marshall.76@osu.edu
Internet: http.//www.osu.edu.CSNP/GLARRC.HTML

Mountain Plains Region: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming and Bureau of Indian Affairs

Utah State University
Logan, UT
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Western Region: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands and Republic of Palau

The University of Oregon
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For more information about the Regional Resource Centers, one also may contact:

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National Transition Alliance

The project provides technical assistance and other information for policy-makers, teachers, administrators, persons with disabilities and other interested members of the public on ways to promote the transition of youth with disabilities, including those with severe disabilities to desired post-school outcomes, specifically gainful employment, postsecondary education, and independent living. The project provides technical assistance to personnel responsible for providing transition services, particularly personnel working in planning and implementing School-to-Work opportunities systems projects; states implementing cooperative projects to implement transition services, and model demonstration, transition, postsecondary, and supportive work projects; and supported work under the Individuals with Disabilities Education Act (IDEA) and the Vocational Rehabilitation Act.

Transition Research Institute at Illinois
University of Illinois
Champaign, IL
Phone: (217) 333-2325
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Internet: http://www.aed.org.Transition/Alliance/NTA.html

For more information about the National Transition Alliance, one also may contact:

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TECHNICAL ASSISTANCE CENTERS AND CLEARINGHOUSES SPONSORED BY THE OFFICE OF VOCATIONAL AND ADULT EDUCATION

National Center for Research in Vocational Education (NCRVE)

The Office of Vocational and Adult Education (OVAE) funds a research center to carry out applied research and development, dissemination and training activities that address nationally significant problems and issues in vocational education, including finding ways to promote excellence in teaching for those who provide vocational services. The current center is at the University of California, Berkeley. The Center is supported with funds made available under the Perkins Act. Its partner institutions are the University of Illinois; the University of Minnesota; MPR Associates, Inc.; Teachers College, Columbia University; the University of Wisconsin; Virginia Polytechnic Institute and State University; and the Rand Corporation.

The National Center for Research in Vocational Education
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For more information about the National Center, one also may contact:

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PRO-NET Professional Development Network

Building Professional Development Partnerships with Adult Educators (PRO-NET) is a three-year project (contract) supported by the Division of Adult Education and Literacy which promotes professional development for adult education educators. PRO-NET is a national vehicle for collecting and disseminating information about effective practices in adult education professional development. PRO-NET Resources include: Professional Development Resource Guide for Adult Educators; National Professional Development Conferences; Online action research project; and Technical assistance to professional development organizations for Adult Educators.

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Pelavin Research Institute
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For more information about the PRO-NET Network, one also may contact:

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